



MSIP6

Comprehensive Guide to the Missouri School Improvement Program

Missouri Department of Elementary and Secondary Education

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Contents

| | |
|---|----|
| UPDATES TO 2024 ANNUAL PERFORMANCE REPORT (APR) | 7 |
| EXECUTIVE SUMMARY | 8 |
| MSIP 6 Overview | 8 |
| Implementation Timeline | 8 |
| Terminology | 9 |
| Performance Score | 10 |
| Continuous Improvement Score | 11 |
| Best Practice Standards | 11 |
| Building-Level APRs | 12 |
| MSIP 6 APR SCORING GUIDE | 13 |
| 2023-24 APR Scoring Table for K-12 LEAs..... | 13 |
| 2023-24 APR Scoring Table for K-8 LEAs..... | 14 |
| MSIP 6 TECHNICAL DEFINITIONS FOR STANDARD EA1 ACADEMIC ACHIEVEMENT | 15 |
| Missouri Assessment Program (MAP)..... | 15 |
| Student Groups | 15 |
| Test Participation | 16 |
| English Learners (EL) Exclusion | 17 |
| MAP-A Exclusion | 17 |
| Students in Selected Residential Facilities Exclusion..... | 17 |
| Full Academic Year (FAY) Exclusion | 17 |
| Participation Rate Calculation | 18 |
| MSIP 6 PERFORMANCE SCORE – STANDARD EA1 ACADEMIC ACHIEVEMENT STATUS | 19 |
| Background | 19 |
| Academic Achievement Status Point Allocations..... | 19 |
| Performance Level Index | 20 |

| | |
|---|--------|
| Example Calculation | 21 |
| Status Calculation | 22 |
| Status Targets - All Students | 22 |
| Status Targets – Student Group | 22 |
| Cell Size | 23 |
| MSIP 6 PERFORMANCE SCORE – STANDARD EA1 ACADEMIC ACHIEVEMENT GROWTH | 24 |
| Background | 24 |
| LEA Category Points – All Students | 24 |
| LEA Category Points – Student Groups | 24 |
| LEA Growth Point Calculation | 25 |
| LEA Growth APR Points | 25 |
| MSIP 6 PERFORMANCE SCORE – STANDARD TL1 SUCCESS-READY STUDENTS | 26 |
| Background | 26 |
| Measurement..... | 26 |
| Calculation of TL1C: High School Readiness (HSR) – K-8 LEAs only | 27 |
| Calculation of TL1J: Postsecondary Readiness | 28 |
| Success-Ready Performance Score: CCR Assessments Calculation | 29 |
| Success-Ready Performance Score: Advanced Coursework Calculation | 30 |
| MSIP 6 PERFORMANCE SCORE – STANDARD EA2 GRADUATION RATE | 31 |
| Background | 31 |
| Graduation Rate Targets and Scoring | 33 |
| Measurement..... | 33 |
| MSIP 6 PERFORMANCE SCORE – STANDARD EA3 FOLLOW-UP RATE OF GRADUATES | 35 |
| Background | 35 |
| Follow-Up Targets and Scoring | 35 |
| MSIP 6 CONTINUOUS IMPROVEMENT SCORE – TL1 SUCCESS-READY STUDENTS | 37 |
| Background | 37 |

| | |
|--|----|
| Scoring | 37 |
| Career and Technical Education Expansion | 37 |
| Calculation of TL1A: School Readiness..... | 38 |
| Calculation of TL1B: Attendance Rate..... | 39 |
| Calculation of TL1D: Individual Career and Academic Plan (ICAP)..... | 41 |
| MSIP 6 CONTINUOUS IMPROVEMENT SCORE REQUIRED DOCUMENTATION | 42 |
| Background | 42 |
| MSIP 6 CONTINUOUS IMPROVEMENT SCORE IMPROVEMENT PLANNING | 43 |
| Standards | 43 |
| Background | 43 |
| Scoring Specifications and Timeline..... | 44 |
| Improvement Plan/CSIP | 45 |
| Response to Standards | 47 |
| Climate and Culture Scoring | 48 |
| MSIP 6 CLASSIFICATION AND ACCREDITATION PROCESS | 49 |
| APPENDIX A 5 CSR 20-100.125 MISSOURI SCHOOL IMPROVEMENT PROGRAM 6 | 51 |
| Standards and Indicators..... | 52 |
| Leadership (L) | 52 |
| Effective Teaching and Learning (TL) | 56 |
| Collaborative Climate and Culture (CC)..... | 62 |
| Data-Based Decision Making (DB) | 63 |
| Alignment of Standards, Curriculum and Assessment (AS) | 65 |
| Equity and Access (EA)..... | 66 |
| APPENDIX B MATHEMATICS ACCOUNTABILITY GUIDANCE | 67 |
| APPENDIX C DESCRIPTION OF THE MISSOURI GROWTH MODEL | 68 |
| Conceptual Overview | 68 |

| | |
|--|-----------|
| Procedural Overview for Calculating MSIP Standard 1 Growth Measures | 68 |
| APPENDIX D COLLEGE AND CAREER READINESS ASSESSMENT SCORES MATRIX | 72 |
| APPENDIX E ADVANCED CREDIT AND CREDENTIAL MATRIX | 73 |
| APPENDIX F CAREER AND TECHNICAL EDUCATION PLACEMENT/FOLLOW-UP GUIDELINES | 74 |
| APPENDIX G CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP) TEMPLATE | 75 |
| APPENDIX H CSIP PRE-PLANNING GUIDE | 82 |
| APPENDIX H CONTINUOUS IMPROVEMENT RESPONSE TO STANDARDS | 83 |
| APPENDIX I 2023-24 SCORING GUIDES | 85 |
| EA1: Academic Achievement Status | 85 |
| EA1: Academic Achievement Growth | 85 |
| All Students Scoring Guide | 85 |
| TL1C: High School Readiness (HSR) – K-8 LEAs only | 85 |
| Table 82..... | 85 |
| EA2: Graduation Rate Targets | 86 |
| TL1J: Postsecondary Readiness..... | 86 |
| EA3: Follow-Up Targets | 86 |
| Response to Standards | 87 |
| Climate and Culture..... | 87 |
| APPENDIX J MSIP 6 – CLIMATE AND CULTURE | 88 |
| Climate and Culture Verification Report | 88 |

Updates to 2024 Annual Performance Report (APR)

1. Academic Achievement - Growth

- a. **Standard Applicable:** Standard: EA1 Academic Achievement
- b. **Updated Policy:** Replaces the continuous scoring method used in the 2022 and 2023 APRs:
 - i. The 2024 APR will assign points in four categories, similar to the scoring used for academic achievement status.
 - ii. Details about the change in the assignment of growth points may be found on page 24.

2. Calculation of Success-Ready Students (Performance)

- a. **Standard Applicable:** Standard TL1 Success-Ready Students.
- b. **Updated Policy:** Transitions to the use of prior year data for Success-Ready Students CCR measures:
 - i. 2023 graduates will be used in the 2024 APR.
 - ii. LEAs will have the opportunity to review, correct and appeal 2023 data.
 - iii. Details about the change in the Success-Ready Student metric may be found on pages 28-30.

3. Response to the Standards

- a. **Standard Applicable:** Continuous Improvement
- b. **Policy:** Inclusion in the APR as planned.
 - i. Applies to all LEAs.
 - ii. Eight points possible.
 - iii. Details about the inclusion of response to the standards may be found on page 47.

4. APR Classification Composite Score

- a. **Classification Determinations**
- b. **Updated Policy:** Creates a composite score used for purposes of classification. Each composite score will contain three years¹ of APR data. Data will be averaged at the standard level.
 - i. Classification recommendations will require two consecutive composite scores.
 - ii. Details about the APR Classification Composite Score may be found on pages 49-50.

5. EOC Exceptions

- a. **Standard Applicable:** Standard EA1 Academic Achievement
- b. **Updated Policy:** The End-of-Course (EOC) Exception collection allows local education agencies (LEAs) to submit the reason a non-participation (LND) should not be applied to a 12th grade student who was not assessed on the appropriate required EOC assessments prior to graduation.
 - i. The EOC exception file acts as an appeal of non-participation, LEAs will no longer be allowed to submit an appeal for students not included in the June file submission.
 - ii. Details about the EOC exception may be found on pages 42.

¹ Results from the 2002 APR shall not be used to lower the classification (§161.855.4, RSMo).

Executive Summary

MSIP 6 Overview

The Missouri Department of Elementary and Secondary Education (DESE) generates an Annual Performance Report (APR) for each Local Education Agency (LEA) to measure the progress of Missouri students, schools, and LEAs and to distinguish school and LEA performance. The APR is calculated as part of the Missouri School Improvement Program (MSIP) and is the primary component of the classification recommendation to the State Board of Education. The 2022 APR marked the beginning of the MSIP 6 cycle.

MSIP 6 is intended to distinguish the performance of schools and LEAs in valid, accurate, and meaningful ways so that LEAs can continue to improve and identify areas of excellence. To this end, the Missouri Department of Elementary and Secondary Education (DESE) will produce an Annual Performance Report (APR) for LEAs and schools across the state, which will be used to inform accreditation and classification decisions. Indicators evaluated on the MSIP 6 APR are divided into two sections: Performance metrics, which measure student outcomes, and Continuous Improvement metrics, which assess the quality of the work of the LEA toward improving the opportunities provided to all students.

The Performance section of the MSIP 6 APR is scored based on the following metrics:

- Academic Achievement: Status
- Academic Achievement: Growth
- Success-Ready Students
- Graduation Rate
- Graduate Follow-Up

The Continuous Improvement portion of the APR is based on a review of the following forms submitted by the LEA:

- Continuous School Improvement Plan (CSIP)
- Climate and Culture Survey
- Response to Standards
- Required Documentation
- Components of Standard TL1 Success-Ready Students (see the [Success-Ready Students](#) section of this guide)

Implementation Timeline

The following table shows the timeline of implementation for MSIP 6, including the 2022 transitional year. For the MSIP 6 APR, all APRs will be reported with one year of data. Classification recommendations will be based on two consecutive years of APR Classification Composite Scores.

| School Year | Cycle | Assessment Window | Release | Data Reported | Classification/Accreditation of LEAs |
|----------------|--------|-------------------------------------|-------------|---------------|---|
| 2022-23 | MSIP 6 | Summer 2022, Fall 2022, Spring 2023 | Winter 2023 | Yes | Classification will not be lowered due to APR performance |
| 2023-24 | MSIP 6 | Summer 2023, Fall 2023, Spring 2024 | Fall 2024 | Yes | Initial classification of LEAs under MSIP 6 Classification will not be lowered due to APR performance |
| 2024-25 | MSIP 6 | Summer 2024, Fall 2024, Spring 2025 | Fall 2025 | Yes | Reclassification based on APR performance may occur. Initial classification using MSIP 6 APR Classification Composite Score |

Table 1

Terminology

For the purposes of this manual, the labels “school” and “building” are interchangeable, are considered an attendance center, have a building code, and generate a building-level APR. Similarly, the words “district,” “LEA,” and “charter” are interchangeable for the purposes of this document, have a county-district code, and generate a LEA-level APR.

Annual Performance Report (APR)

The APR consists of two parts under MSIP 6: the Performance score and the Continuous Improvement score. MSIP 6 Accreditation will incorporate these two components with the following weight in the 2023-24 APR:

$$\text{APR} = \text{Performance Score (140 pts)} + \text{Continuous Improvement Score (60pts)}$$

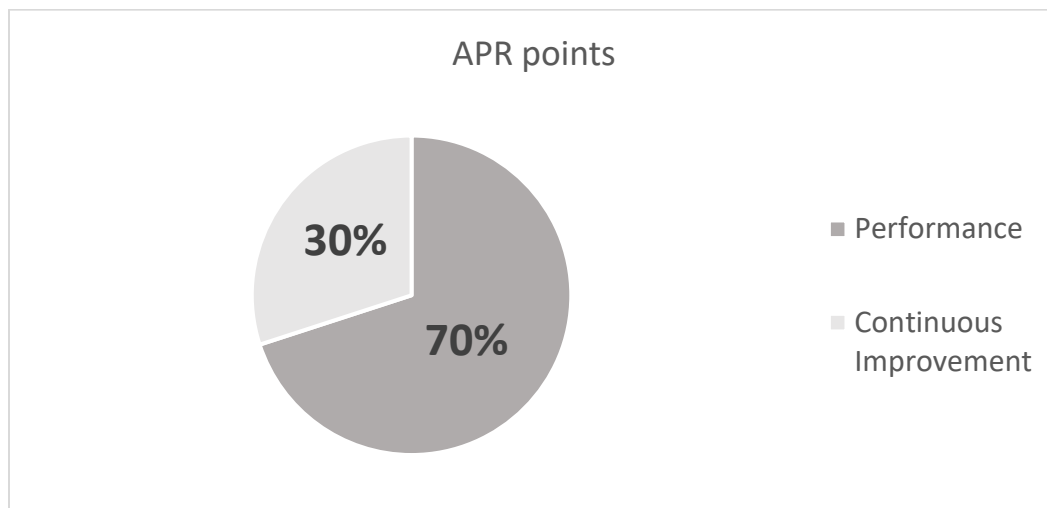


Figure 1

Every APR will receive an overall score, expressed as total points earned as a percentage of points possible. If an LEA does not generate data for a particular standard or indicator due to the LEA’s grade span (e.g., K-8 LEAs do not have graduation data), points for that indicator are removed from the numerator and denominator of the percentage calculation. LEAs are only scored on those metrics for which they can earn points.

$$\text{APR percentage} = \frac{\text{Total Points Earned}}{\text{Total Points Possible}} * 100\%$$

MSIP 6 Standards and Indicators

The MSIP 6 Standards and Indicators were approved by the State Board of Education in February 2020, and form the framework for school improvement under MSIP 6. Standards and Indicators, with respect to the APR, are divided into three types:

- Performance Indicators are quantifiable, outcome-based metrics that are measured as part of the APR.
- Continuous Improvement Indicators are quantitative and qualitative measures focused on LEA practices and procedures that are measured as part of the APR.
- Best Practice Indicators are not measured as part of the APR but represent ideals that LEAs should seek to achieve.

Throughout this guide, each section references the Performance and Continuous Improvement Standards and Indicators that each section of the APR measures. MSIP 6 Standards and Indicators may be found in [Appendix A](#).

Performance Score

The Performance score provides concrete, quantifiable measures of educational achievement, growth, and career-readiness at various points along the K-12 spectrum. Performance metrics measure whether the students of a particular LEA are gaining the knowledge and skills they need to succeed in the next step of their education, including post-graduation, and are used to hold LEAs accountable for whether students consistently attain positive educational outcomes. Throughout the guide, Performance metrics are sometimes referenced as “outcomes” to denote that student performance is an outcome of the educational process.

| Percentage of Overall Score | |
|-----------------------------|--------------------------------|
| Achievement: Status | 24% |
| Overall (All Students) | 16% (subset percentage of 24%) |
| Student Group | 8% (subset percentage of 24%) |
| Achievement: Growth | 24% |
| Overall (All Students) | 16% (subset percentage of 24%) |
| Student Group | 8% (subset percentage of 24%) |
| Success-Ready | 10% |
| Graduation Rate | 10% |
| Follow-up | 2% |
| Total | 70% |

Table 2

Continuous Improvement Score

The Continuous Improvement score is designed to understand how LEAs are working to improve, based on current best practices for improving student outcomes, as well as the LEA's own self-identified needs, strengths, and areas for improvement in a local context. Throughout the guide, Continuous Improvement metrics are sometimes referenced as "processes" or "inputs" to denote that they tie back to the work an LEA does along the path toward improving. In addition to measuring quantitative Continuous Improvement Indicators through regular MOSIS/Core Data collections, DESE will review planning materials and self-response documents submitted by the LEA that highlight the Improvement Planning process.

| Percentage of Overall Score | |
|---|--------------------------------|
| Improvement Planning | 21% |
| Continuous School Improvement Plan (CSIP) | 15% (subset percentage of 21%) |
| Response to Standards | 4% (subset percentage of 21%) |
| Climate and Culture Survey | 2% (subset percentage of 21%) |
| MSIP Required Documentation | 3% |
| Success-Ready* | 6% |
| Total | 30% |

Table 3

*Note: Success-Ready indicators are measured in both the Continuous Improvement and the Performance scores, such that in total, the entire metric accounts for 16% of the overall score (6% through Continuous Improvement and 10% through Performance). Details of this calculation and the hybrid way of measuring Success-Ready Indicators may be found in the Success-Ready sections.

The Improvement Planning portion of the APR will not be scored every year. The Improvement Planning process reflects multiple years of work by the LEA, and initiatives may take several years to implement. For this reason, LEAs will be required to submit the artifacts of the Improvement Planning process every two years on a rolling basis, with roughly half of LEAs being scored in a given year. Each LEA will complete the Improvement Planning process if scheduled to be reviewed in the current school year.

Best Practice Standards

The MSIP 6 Standards and Indicators outline a set of best practice standards that align with the law, policy, stakeholder feedback, and education research, and serve as a framework for LEAs to consider their own practices. However, these standards will not be monitored as part of the MSIP 6 process and will not be scored for points on the APR.

Building-Level APRs

In addition to distinguishing LEA performance through LEA-level APRs, DESE recognizes the importance of distinguishing performance among individual schools/buildings within an LEA. To this end, DESE will produce building-level APRs for most schools in Missouri. APRs are not generated for preschools, residential treatment facilities, juvenile detention centers, or special education cooperatives that serve students whose tuition is paid by another LEA. The Missouri Board of Education does not issue accreditation classifications for individual schools.

It is important to note that individual schools will not receive points for Improvement Planning. APRs at the building level will focus on measures of Academic Achievement (Status and Growth), Success-Readiness (College and Career-Readiness or High School Readiness), Follow-Up (high school), and Graduation Rates (high school). For example, many buildings may not generate data for all measures, as many metrics are specific to certain grade spans (e.g., a K-6 school will not generate a score for Graduation Rate, a 9-12 school does not administer Kindergarten Entry Assessments). If a school does not generate data for a measure, points for that measure are removed from both the denominator and the numerator. For this reason, building-level scores may differ significantly among buildings with different grade spans. Caution is encouraged when comparing the APR scores of buildings with different grade spans.

MSIP 6 APR Scoring Guide

This section outlines the detailed scoring guides for each Performance and Continuous Improvement standard.

2023-24 APR Scoring Table for K-12 LEAs

| Academic Achievement: Status | ELA | Math | Science | Social Studies | Subtotal |
|--|--|------------|---------|----------------|----------|
| All Students Points Possible | 12 | 12 | 4 | 4 | 32 |
| Student Group Points Possible | 6 | 6 | 2 | 2 | 16 |
| Academic Achievement: Growth | ELA | Math | Science | Social Studies | |
| All Students Points Possible | 12 | 12 | 4 | 4 | 32 |
| Student Group Points Possible | 6 | 6 | 2 | 2 | 16 |
| Success-Ready (Performance) | | | | | |
| Points Possible | 20 | | | | 20 |
| Graduation Rate | | | | | |
| Points Possible | 20 | | | | 20 |
| Follow-Up | | | | | |
| Points Possible | 4 | | | | 4 |
| Continuous Improvement: Improvement Planning | | | | | |
| Continuous School Improvement Plan (CSIP) | *Scoring breakdowns outlined in the associated standard sections | | | | 30 |
| LEA Response to Standards | | | | | 8 |
| Climate and Culture Survey | | | | | 4 |
| MSIP 6 Required Documentation | | | | | |
| Points Possible | 6 | | | | 6 |
| Success-Ready (Continuous Improvement) | School Readiness | Attendance | ICAP | | |
| Points Possible | 4 | 4 | 4 | | 12 |

Table 4

2023-24 APR Scoring Table for K-8 LEAs

| Academic Achievement: Status | ELA | Math | Science | Social Studies | Subtotal |
|--|--|------------|---------|----------------|----------|
| All Students Points Possible | 12 | 12 | 4 | . | 28 |
| Student Group Points Possible | 6 | 6 | 2 | . | 14 |
| Academic Achievement: Growth | ELA | Math | Science | Social Studies | |
| All Students Points Possible | 12 | 12 | . | . | 24 |
| Student Group Points Possible | 6 | 6 | . | . | 12 |
| Success-Ready (Performance) | | | | | |
| Points Possible | 10 | | | | 10 |
| Graduation Rate | | | | | |
| Points Possible | . | | | | . |
| Follow-Up | | | | | |
| Points Possible | . | | | | . |
| Continuous Improvement: Improvement Planning | | | | | |
| Continuous School Improvement Plan (CSIP) | *Scoring breakdowns outlined in the associated standard sections | | | | 30 |
| LEA Response to Standards | | | | | 8 |
| Climate and Culture Survey | | | | | 4 |
| MSIP 6 Required Documentation | | | | | |
| Points Possible | 6 | | | | 6 |
| Success-Ready (Continuous Improvement) | School Readiness | Attendance | ICAP | | |
| Points Possible | 4 | 4 | 4 | | 12 |

Table 5

MSIP 6 Technical Definitions for Standard EA1

Academic Achievement

Missouri Assessment Program (MAP)

Academic Achievement metrics (Status and Growth) are based on student scores from required assessments administered through the Missouri Assessment Program (MAP). The MAP is a series of standardized tests designed to measure academic achievement at the student, class, school, LEA, and state levels. This information helps to identify individual student progress toward mastery of grade-specific and course-specific learning expectations established by the [Missouri Learning Standards](#).

As part of the MAP, LEAs are required to assess all students in grades 3-8 on the Grade-Level Assessments (GLA) in the following grades and subjects:

- English Language Arts (ELA) – grades 3-8
- Mathematics – grades 3-8*
- Science – grades 5 and 8

In addition, LEAs are required to assess all Missouri high school students in four End-of-Course assessments (EOC) prior to graduation. The following assessments should be administered when a student has received credit for the relevant course, regardless of grade level:

- English II
- Algebra I*
- Biology I
- Government

Other EOCs, including English I, Physical Science, American History, Personal Finance, Algebra II*, and Geometry* may be administered at the discretion of the LEA, but students are not required to take assessments in these subjects, and these test scores will not contribute to LEA Academic Achievement scores.

Some students with severe cognitive disabilities may not be able to take the GLA or EOC assessments. These students may take the MAP Alternate (MAP-A) assessment in lieu of the GLA or EOC assessment required for their grade level. See the [MAP-A exclusion](#) section for more information on when MAP-A assessments may be administered.

*Advanced mathematics EOCs may count toward APR scores for students who take advanced mathematics content in grades 6-8. See [Appendix B](#) for a full description.

Student Groups

To differentiate among needs of LEAs or schools and to ensure broader inclusion of students who have historically performed below the state average, Missouri reports academic achievement for various demographic groups. In addition to overall performance for all students in the state, DESE reports academic achievement data for the following groups: low-income students (defined as students who are reported as direct certified (DC) in the National School Lunch Program), students with disabilities (SWD), English learners (EL), and the state's major racial and ethnic student groups. A review of Missouri data identifies five groups who have performed historically below state average: Black, Hispanic, DC, SWD, and EL students. LEAs and schools will receive APR points based on the performance of the aggregated cohort of all students and will also receive a separate score for the cohort comprised of students in one or more of these historically underperforming student groups (henceforth referred to as the "Student Group").

In Table 6, all example students' scores are included in the cohort of all students for accountability and reporting purposes when the cell size requirement is met (see [cell size](#) description for requirements).

For the purposes of scoring Student Group achievement, students are included in the cohort only if they are in at least one of the five identified categories. Students are not double counted if they meet more than one criteria. In Table 6, students B, C, and D are included in the Student Group.

| Student | Total | Asian / Pacific Islander | Black | Hispanic | American Indian | White | Multi- Racial | DC | SWD | EL |
|----------|-------|--------------------------------|-------|----------|--------------------|-------|------------------|----|-----|----|
| A | X | | | | | X | | | | |
| B | X | | | | | X | | X | X | |
| C | X | | X | | | | | | | |
| D | X | | | X | | | | X | | X |
| E | X | X | | | | | | | | |
| F | X | | | | | | X | | | |

Table 6

Performance of individual student groups is reported for planning and monitoring purposes. For example, Student B's score would be reported in the following groups: Total, White, DC, and SWD.

Test Participation

All LEAs and schools are required to assess at least 95 percent of their students and student groups on the assessments required by the MAP. Participation is calculated by content area and student group. That is, separate participation rates are calculated for all ELA, mathematics, science, and social studies tests administered in the LEA or school for both the cohort of all students and the Student Group. LEAs and schools that do not meet the 95 percent participation requirement for a content area and cohort will receive no points on the relevant APR sections for that content area and cohort for either Academic Achievement metric: Status or Growth.

Students who are not assessed receive a test record marking them as a non-participant (previously known as "Level not Determined" or LND). In order to meet the 95 percent participation requirement, no more than five percent of students may receive a non-participant designation in a given content area and student group.

LEA test coordinators are cautioned to pay close attention to small sizes in certain tested populations. It is easier to exceed five percent non-participants in science (only tested in fifth and eighth grade and the high school EOC) and social studies (only tested in the high school EOC) than in ELA or mathematics. The Student Group is also more susceptible to non-participant issues, as it is generally smaller than the cohort of all students.

Non-participant designations are applied to the LEA and the school the student was attending during the time of test administration. It is possible to exceed the limit in an individual school but meet the participation requirement at the LEA level.

English Learners (EL) Exclusion

For federal reporting, EL students in their first 12 cumulative months in the United States are only exempt from one administration of the state ELA assessments. EL students in their first year must participate in the appropriate mathematics, science, and social studies assessments. EL students in their second year and afterwards **must** participate in all appropriate state assessments, including the ELA assessment.

Please note: LEAs are required to administer appropriate MAP assessments (GLA, EOC, or MAP-A) to EL students, for the purposes of statewide and federal reporting. The MAP scores of EL students in their first 36 cumulative months in the United States (as of April 1 of the current school year) are excluded from LEA and building APR scores. Aggregated scores of EL students in their first 36 months in the United States must be reported in accordance with the Every Student Succeeds Act (ESSA).

All EL students must participate in the English Language Proficiency (ELP) assessment each year they are designated as an English Learner.

MAP-A Exclusion

Some students with the most severe cognitive disabilities are not able to take the standard GLA or EOC content area assessment. If the student's Individualized Education Plan (IEP) team determines the student meets the eligibility criteria for the MAP-A, the student takes a MAP-A assessment. LEAs are required to assess all students who qualify for the MAP-A assessment on the corresponding MAP-A test. A student's scorable MAP-A assessment in grade 11 mathematics is used to meet the Algebra I EOC participation requirement, the grade 11 ELA is used to meet the English II EOC participation requirement, and the grade 11 science is used to meet the Biology I EOC participation requirement. As no MAP-A assessment exists for Government, MAP-A students are exempt from this participation requirement. However, a student would need to have consistently participated in the MAP-A assessments previously before the MAP-A exemption may be granted.

Students in Selected Residential Facilities Exclusion

Pursuant to Section 167.128, RSMo, DESE is prohibited from aggregating the data of students who reside in an institution for neglected or delinquent children, a court-ordered group home, an institution for neglected children, or an institution for delinquent children for purposes of Missouri School Improvement Program (MSIP).

Students who are reported as neglected or delinquent by LEAs will be removed from all metrics in the APR. These data are aggregated into a single APR as required by state law. These data will be included in Missouri's federal accountability data as required by federal law.

Full Academic Year (FAY) Exclusion

LEAs are required to test all enrolled students unless an exclusion applies. DESE will report all test scores, but only scores of those students who have been enrolled a Full Academic Year (FAY) in an LEA and/or school will be included in the calculation of the APR. FAY is defined as any student who is enrolled from the last Wednesday in September through the MAP administration window, without transferring out of the LEA or school for a significant period of time and re-enrolling. A significant period of time is defined as "one day more than half of the eligible days between the last Wednesday in September and the test administration." This information is reported by LEAs through Missouri Student Information System (MOSIS) in April. FAY applies to each summary level independently. For example, a student who is reported as "in building less than a year" but was in the LEA a full academic year is excluded from the school totals but included in the LEA totals.

Participation Rate Calculation

The participation rate calculates the percent of students who participated in a MAP test (GLA and EOC) for a given content area. All enrolled students are considered “accountable” students (recently arrived students or those in the U.S. less than a year are excluded from the ELA assessment). An accountable student who makes a valid attempt on a MAP test in a given subject or content area is defined as a “participant.” The number of participants divided by the number of accountable students is the participation rate. When an accountable student does not receive a valid test score, the student receives a designation of Non-participant (Level Not Determined) in place of a performance level score.

The participation rate for an LEA with 132 accountable students, 130 of whom were tested, is calculated in the following manner:

| Participants | | Accountable Students | Participation Rate |
|--------------|---|----------------------|--------------------|
| 130 | / | 132 | 98.5% |

Table 7

Conversely, the rate of non-participation is calculated by dividing the number of non-participants by accountable students. All accountable students who are not participants are considered non-participants.

| Non-participants | | Accountable Students | Non-participation (LND) Rate |
|------------------|---|----------------------|------------------------------|
| 2 | / | 132 | 1.5% |

Table 8

In LEAs with fewer than 20 students, a 95% participation rate may allow for less than one non-participant. To correct for this, the maximum number of non-participants for such LEAs is set to one. For example, an LEA of 15 accountable students must test at least 14, for a maximum of one non-participant.

| Word | Definitions |
|---|--|
| Accountable | <ul style="list-style-type: none"> All students enrolled during the LEA testing window All students enrolled in and receiving credit for a course in which an EOC, MAP-A, or GLA is required Excludes recently arrived EL students (in U.S. less than a year) from ELA only <p>Note: MAP scores are comprised from GLA, MAP-A, and EOC assessments.</p> |
| Participant | A student with a valid test attempt |
| Reportable | Participant students who were in the building for a full academic year (FAY), whose student scores contribute to the calculation of the APR data |
| Non-participant (Level Not Determined) | <p>Students without a valid attempt on any session on the test</p> <p>Note: LEAs are required to assess students in four (4) required EOCs prior to graduation, or the non-participant designation will be applied in the year the student graduates. However, students should still be assessed in the year that credit is awarded. DESE will perform regular audits to ensure that LEAs administer EOCs in the year the credit is awarded.</p> |

Table 9

MSIP 6 Performance Score – Standard EA1

Academic Achievement Status

Background

Status is a measure of academic performance at a given point in time. Students are assigned a Performance Level Index Score based on their performance on tests administered as part of the Missouri Assessment Program (MAP). Student Performance Level Index Scores are used to calculate the MAP Performance Index (MPI), a composite number that represents overall performance for all students in a given cohort.

For APR purposes, the MPI is calculated at the LEA or building level for each subject for the cohort of all students and the Student Group. Status, for the purposes of calculating APR points and classifying LEAs, is divided into four levels:

- Target
- On-Track
- Approaching
- Floor

Notes

- Assessment data are obtained from contracted testing publishers for GLA, EOC, and MAP-A assessments.
- Status calculations for the APR will include only assessment data from one school year.
- All MPI values are truncated to the tenth.

Academic Achievement Status Point Allocations

All Students

| Status Designation | ELA | Mathematics | Science | Social Studies |
|--------------------|-----|-------------|---------|----------------|
| Target | 12 | 12 | 4 | 4 |
| On-Track | 9 | 9 | 3 | 3 |
| Approaching | 6 | 6 | 2 | 2 |
| Floor | 0 | 0 | 0 | 0 |

Table 10

Student Group

| Status Designation | ELA | Mathematics | Science | Social Studies |
|--------------------|-----|-------------|---------|----------------|
| Target | 6 | 6 | 2 | 2 |
| On-Track | 4.5 | 4.5 | 1.5 | 1.5 |
| Approaching | 3 | 3 | 1 | 1 |
| Floor | 0 | 0 | 0 | 0 |

Table 11

Performance Level Index

Student performance on tests administered through the MAP is reported in terms of four performance levels that describe a pathway to proficiency (Below Basic, Basic, Proficient, and Advanced). Each test is assigned a scale score that describes performance along a continuum. For EOC and GLA tests administered through the MAP, three cut scores are designated for each exam, which define the student's performance level based on the scale score.

| Scale Score | Performance Level |
|---|-------------------|
| Below Cut Score 1 | Below Basic |
| At or above Cut Score 1 but below Cut Score 2 | Basic |
| At or above Cut Score 2 but below Cut Score 3 | Proficient |
| At or Above Cut Score 3 | Advanced |

Table 12

Each cut score defines a range of possible scale scores associated with each performance level. The Performance Level Index assigns a point value to each student based on the student's position in the score range, truncated to the hundredth. Scale scores in the Below Basic range receive an index score between 1 and 2.99, scores in the Basic range receive a value between 3 and 3.99, scores in the Proficient range receive a value between 4 and 4.99, and scores in the Advanced range receive a value of 5. A student's Performance Level Index Score is proportional to their position in the score range. For example, a student at the very bottom of the Below Basic range would receive a Performance Level Index Score of 1. A student exactly in the middle of the Basic score range would earn a value of 3.5, and a student three-quarters of the way between Proficient and Advanced would earn a value of 4.75.

| Scale Score | Performance Level Index Point Value |
|-------------|-------------------------------------|
| Below Basic | 1-2.99 |
| Basic | 3-3.99 |
| Proficient | 4-4.99 |
| Advanced | 5 |

Table 13

The MAP Alternate assessment (MAP-A) is uniquely constructed to measure the academic performance of the most cognitively disabled students. MAP-A assessments are individualized, and student proficiency levels are assigned by the testing company based on the student's level of mastery of specific skill sets rather than raw or scale scores. The MAP-A scoring system is not conducive to assigning fractional scores within a performance level. For this reason, APR Performance Level Index values will be assigned in the following manner: Below Basic receives a value of 2, Basic receives a value of 3, Proficient receives a value of 4, and Advanced receives a value of 5.

The MPI for an LEA, building, content area, and/or student group is calculated by summing the index scores for all students in the group being measured, dividing by the total number of students, and multiplying by 100 (truncated to the tenth). All reportable assessment results from a single accountability year (defined as all summer, fall, and spring administrations) and content area are combined when generating the LEA, school, or Student Group MPI.

Example Calculation

In the following example of a single content area for a grade 6-8 school, performance levels generated through the GLA and the Algebra 1 EOC are utilized to generate an MPI. The following example calculates the mathematics MPI of a fictitious school serving five students in grades six through eight.

Step 1 – Scale score ranges for each Performance Level are determined for each grade being measured. Scale scores below Cut Score 1 receive a Performance Level of Below Basic, scale scores equal to or above Cut Score 1 and below Cut Score 2 are Basic, scale scores equal to or above Cut Score 2 and below Cut Score 3 are Proficient, and scale scores equal to or above Cut Score 3 are Advanced.

| Grade | Minimum Scale Score (Lower Bound for Below Basic) | Cut Score 1 (Lower Bound for Basic) | Cut Score 2 (Lower Bound for Proficient) | Cut Score 3 (Lower Bound for Advanced) | Maximum Scale Score |
|--|--|--|---|---|---------------------|
| 6 | 50 | 100 | 150 | 200 | 250 |
| 7 | 60 | 120 | 160 | 210 | 260 |
| 8 | 80 | 140 | 200 | 240 | 300 |
| Algebra 1 | 50 | 75 | 100 | 125 | 200 |
| These cut scores are fictitious, for illustration purposes only | | | | | |

Table 14

Step 2 – Performance Levels are assigned to students according to their scale scores. DESE assigns a Performance Level Index Score to each reportable student according to where the student's scale score falls in the range of total possible scale scores for the Performance Level. Index Scores are assigned in the following manner:

$$\begin{aligned}
 \text{Below Basic} &= 1 + 2 * (\text{Student Score} - \text{Minimum Scale Score}) / (\text{Cut Score 1} - \text{Minimum Scale Score}) \\
 \text{Basic} &= 3 + (\text{Student Score} - \text{Cut Score 1}) / (\text{Cut Score 2} - \text{Cut Score 1}) \\
 \text{Proficient} &= 4 + (\text{Student Score} - \text{Cut Score 2}) / (\text{Cut Score 3} - \text{Cut Score 2}) \\
 \text{Advanced} &= 5
 \end{aligned}$$

| | Grade | Scale score | Performance Level | Performance Level Index Score |
|------------------|-------|-------------|-------------------|-------------------------------|
| Student 1 | 06 | 125 | Basic | 3.5 |
| Student 2 | 07 | 100 | Below Basic | 2.33 |
| Student 3 | 07 | 150 | Basic | 3.75 |
| Student 4 | 08 | 255 | Advanced | 5 |
| Student 5 | EOC | 115 | Proficient | 4.6 |

Table 15

Step 3 – The Performance Level Index Scores for all students are added together, divided by the total number of reportable students, and multiplied by 100 (truncated to the tenth) to determine the MPI.

| Total Index Points | Reportable Students | MPI |
|-----------------------|---------------------|-------|
| (3.5+2.33+3.75+5+4.6) | 5 | 383.6 |

Table 16

Status Calculation

The MPI is a composite score that reflects the level of achievement of all reportable students in each content area at the LEA or school level, for all students, and the Student Group. The MPI is compared to Status cutoffs set by DESE for each content area and student group to determine the LEA or school's Status designation for each measure.

Status Targets - All Students

| Content Area | Floor | Approaching | On-Track | Target |
|-----------------------|-----------|-------------|-----------|---------|
| ELA | 100-299.9 | 300-380.9 | 381-399.9 | 400-500 |
| Mathematics | 100-299.9 | 300-369.9 | 370-399.9 | 400-500 |
| Science | 100-299.9 | 300-371.9 | 372-399.9 | 400-500 |
| Social Studies | 100-299.9 | 300-367.9 | 368-399.9 | 400-500 |

Table 17

Status Targets – Student Group

| Content Area | Floor | Approaching | On-Track | Target |
|-----------------------|-----------|-------------|-------------|-----------|
| ELA | 100-271.8 | 271.9-352.8 | 352.9-371.8 | 371.9-500 |
| Mathematics | 100-265.6 | 265.7-335.6 | 335.7-365.6 | 365.7-500 |
| Science | 100-278.9 | 279-343.9 | 344-371.9 | 372-500 |
| Social Studies | 100-278.9 | 279-346.9 | 347-378.9 | 379-500 |

Table 18

Cell Size

LEAs and schools with fewer than 30 students in the group of all students will be scored based on that year alone. For small cohorts, data suppression will be applied to public reports to preserve the anonymity of test-takers.

LEAs and schools with fewer than 30 students in the Student Group for a particular content area will not receive points that content area. Points will be removed from the numerator and the denominator of the APR percentage calculation.

Student Group

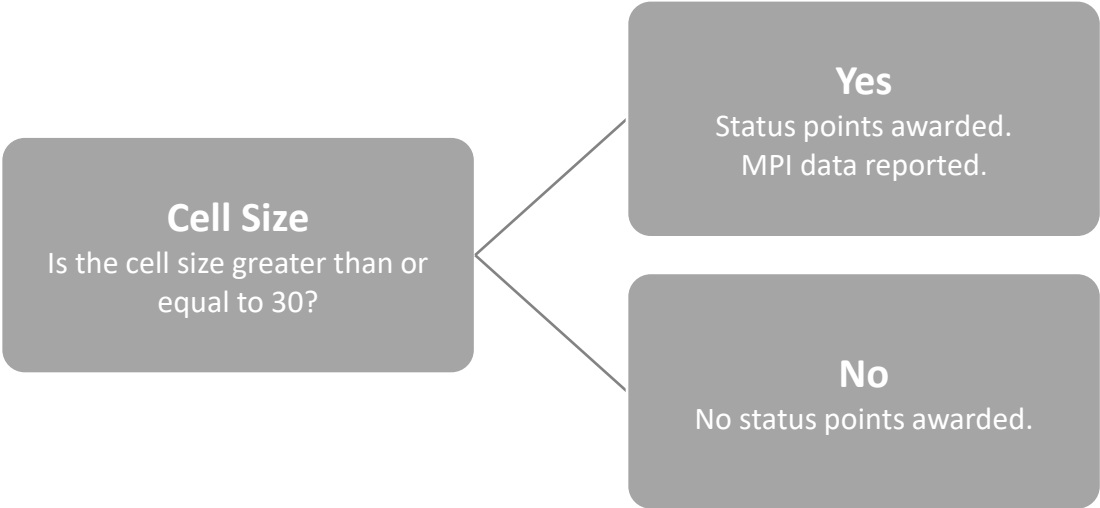


Figure 2

MSIP 6 Performance Score – Standard EA1

Academic Achievement Growth

Background

Growth in MSIP is calculated using the Missouri Growth Model. The Missouri Growth Model is a value-added model that estimates the systemic contributions of LEAs and schools to student achievement.

Growth measures for MSIP 6 are determined by conducting a statistical analysis of all valid MAP score pairs. A valid MAP score pair is a score from grades four through eight with a score from the prior year and grade level. For example, a fourth grade score with a valid third grade score from the prior year, both for the same student, is a valid MAP score pair. In this case, the fourth grade score in the pair is the outcome score and the third grade score from the prior year is the predictor score. A fourth grade MAP score with no third grade score from the prior year would NOT be included in the statistical analysis because there is no valid predictor score to go with the outcome score.

Statistical analyses consider the valid score pairs for each student across the state, LEA and school average scores for the prior year, and other variables described in [Appendix C](#) to generate a predicted outcome score for each student. The difference between the predicted score and the actual outcome score earned by the student, (i.e., the residual), is then used to determine school and LEA-level growth measures. Note that a score pair is assigned to an LEA and school when the MAP test that generated the outcome score was taken in that LEA and school, regardless of the LEA and school where the exam that generated the valid predictor score was taken.

Growth for Student Group students is calculated in the same manner as for the cohort of all students; however, only Student Group students are used in the calculation.

For APR purposes, the growth measure is calculated at the LEA or school level for each subject, for the cohort of all students, and the Student Group.

LEA Category Points – All Students

| Growth Designation | English Language Arts | Mathematics | Science | Social Studies |
|--------------------|-----------------------|-------------|---------|----------------|
| Target | 12 | 12 | 4 | 4 |
| On-Track | 9 | 9 | 3 | 3 |
| Approaching | 6 | 6 | 2 | 2 |
| Emerging | 3 | 3 | 1 | 1 |

Table 19

LEA Category Points – Student Groups

| Growth Designation | English Language Arts | Mathematics | Science | Social Studies |
|--------------------|-----------------------|-------------|---------|----------------|
| Target | 6 | 6 | 2 | 2 |
| On-Track | 4.5 | 4.5 | 1.5 | 1.5 |
| Approaching | 3 | 3 | 1 | 1 |
| Emerging | 1.5 | 1.5 | .5 | .5 |

Table 20

LEA Growth Point Calculation

Notes

- For the 2022-23 school year, growth on the four required EOCs (English 2, Algebra 1, Biology, and Government) is also assessed.
- In future years, the Missouri Growth Model will be expanded to incorporate 5th and 8th grade science GLAs.

LEA Growth APR Points

The LEA's final APR growth calculation will be the sum for each subject, for the cohort of all students and the Student Group. LEAs that do not meet the population threshold for the Student Group will not have those growth points in their APR calculation.

Notes

- Assessment growth data are obtained from the University of Missouri - Columbia.
- Growth calculations for the 2023 Annual Performance Report will include only English language arts and mathematics for grades 3-8. EOC Growth calculations will utilize all four required EOC assessments: Algebra I, English II, Biology I, and Government.
- Future iterations of the Missouri Growth Model will include science assessments for grades 5 and 8.

MSIP 6 Performance Score – Standard TL1

Success-Ready Students

Background

The Success-Ready Student metric measures students' readiness for the next phase of their educational experience and holds LEAs accountable for providing students with the resources necessary to succeed at every level of their education. LEAs are also expected to demonstrate students' preparedness for future careers and/or postsecondary education.

As outlined in the MSIP 6 Standards and Indicators, the Success-Ready Standards and Supporting Indicators combine inputs and outputs. Output measures, which are found in this Performance section, measure student performance on college and career readiness (CCR) assessments, participation in advanced academic or career-oriented experiences, and high school readiness (K-8 LEAs only). Input measures, which include environmental factors and best practices that contribute to student success at the LEA level, are found in the Continuous Improvement section of this guide (see pages 37-48).

Measurement

The Success-Ready performance score is based on three measurements, each of which is tied to a different indicator. Points are allocated in the following manner:

Performance Score Measurement

| Indicator | Description | Points Possible |
|------------------|-----------------------|-----------------|
| TL1C (K-8 only) | High School Readiness | Up to 10 Points |
| TL1J (K-12 only) | CCR Assessment | Up to 10 Points |
| | Advanced Coursework | Up to 10 Points |

Table 22

Standard TL1J is only applicable to high schools. Indicator TL1C applies to K-8 LEAs only. No points are awarded or possible for TL1C in K-12 schools. K-12 LEAs can earn a total of 20 points for the Success-Ready performance measure, while K-8 LEAs can earn a total of 10 points (for K-8 LEAs, the remaining 10 points are removed from the numerator and the denominator of the APR points percentage calculation).

Calculation of TL1C: High School Readiness (HSR) – K-8 LEAs only

K-8 LEAs are scored based on the percent of Grade 8 students who earned a performance level of Proficient or Advanced on either an ELA or a mathematics test (GLA or EOC). Point values assigned as follows:

| HSR Designation | Targets | Points assigned |
|--------------------|---------------|-----------------|
| Target | 75.0% – 100% | 10 |
| On-Track | 65.0% – 74.9% | 7.5 |
| Approaching | 50.0% – 64.9% | 5 |
| Floor | 0.0% – 49.9% | 0 |

Table 23

Method for Calculating Status

The percentage of K-8 students earning a qualifying score is determined by dividing the number of Grade 8 students who earned a qualifying score on either an ELA or mathematics GLA or EOC assessment by the total number of Grade 8 students, multiplying by 100, and truncating to the tenth.

The following example shows how to calculate the HSR percentage for a hypothetical LEA with the following number of Grade 8 students:

| Total enrollment | Below Basic | Basic | Proficient | Advanced |
|------------------|-------------|-------|------------|----------|
| 63 | 12 | 15 | 26 | 10 |

Table 24

Divide the number of students scoring Proficient or Advanced on an ELA or mathematics GLA or EOC assessment by the number of total students for each year, then multiply by 100 and truncate to the tenth to determine the percentage of students earning a qualifying score.

$$(\text{Proficient} + \text{Advanced})/\text{Total} = (26+10)/63 = 36/63 = 57.1\%$$

In the case of this example, 57.1% of eighth-grade students in the LEA earned a score of Proficient or Advanced in ELA or mathematics, which results in a designation of “Approaching” for this measure.

Notes:

- All available EOC assessments in ELA or mathematics may be used toward TL1C: High School Readiness. If a student takes more than one EOC assessment, the assessment with the highest performance level will be used.
- Data are obtained from the MOSIS June Enrollment and Attendance file and from official testing companies.
- The cohort of students used in this calculation is defined as all eighth grade students who advanced to ninth grade at the end of the year.
- FAY does not apply to the HSR Standard.

Calculation of TL1J: Postsecondary Readiness

Standard TL1J requires that students demonstrate preparedness for life after graduation through a variety of measures of postsecondary readiness. To compile the relevant data elements included in this component of the Success-Ready indicator, two separate scoring frameworks are used with equal weights assigned to both. The first component of the score for TL1J calculates a weighted score representing student achievement on various assessments of postsecondary readiness, and the second component measures the proportion of students participating in advanced coursework, career training, or other college and career preparation experiences.

The 2024 APR, the Postsecondary Readiness measures will be based on prior year corrected data.

Success-Ready Performance Score: CCR Assessment Scoring Table

| Designation | Targets | Points assigned |
|--------------------|--------------|-----------------|
| Target | 71.5%-100% | 10 |
| On-Track | 67.2%-71.4% | 7.5 |
| Approaching | 40.0%-67.1% | 5 |
| Floor | 0.0% - 39.9% | 0 |

Table 25

Success-Ready Performance Score: Advanced Coursework Scoring Table

| Designation | Targets | Points assigned |
|--------------------|-------------|-----------------|
| Target | 47.8%-100% | 10 |
| On-Track | 43.9%-47.7% | 7.5 |
| Approaching | 5.0%-43.8% | 5 |
| Floor | 0.0%-4.9% | 0 |

Table 26

Success-Ready Performance Score: CCR Assessments Calculation

The CCR Assessments calculation assigns a weighted ratio to each LEA based on student participation and performance on department-approved assessments of college and career readiness. Department-approved measures are represented by the following: ACT®, SAT®, WorkKeys®, ACCUPLACER®, and ASVAB. Scores on any of these assessments count toward the CCR Assessment calculation. In order to allow comparison of scores on different exams, a weighted score between 0.25 and 1.25 is assigned to each student with a valid score on one of the approved exams. A matrix of approximately equivalent college and career readiness assessment scores can be found in [Appendix D](#).

Step 1 - Determine the number of prior year graduates (2023 graduates) with a qualifying score on any of the approved options, and multiply by associated point value.

| Explanations of Calculations | Examples of Data | Examples of Calculations |
|---|---|--------------------------------------|
| Prior year graduates are assigned a weighted point value based on their scores on department-approved college and career readiness exams. Approximate equivalent exam scores are used to establish comparability of scores on different assessments. The exam contributing the highest approximate equivalent score is used for each prior year graduate. | Unduplicated Count | |
| | Number of prior year graduates who score at, or above, a 26 on the ACT® or who demonstrate comparable performance on a department-approved measure multiplied by 1.25 | $18 * 1.25 = 22.5$ |
| | Number of prior year graduates who score at, or above, a 22 on the ACT®, but below a 26, or who demonstrate comparable performance on a department-approved measure multiplied by 1 | $43 * 1 = 43$ |
| | Number of prior year graduates who score at, or above, an 18 on the ACT®, but below 22, or who demonstrate comparable performance on a department-approved measure multiplied by 0.75 | $52 * 0.75 = 39$ |
| | Number of prior year graduates who participate in a department-approved measure of college and career readiness, but score below comparable performance of an 18 on the ACT® multiplied by 0.25 | $23 * 0.25 = 5.75$ |
| | Number of prior year graduates without a score multiplied by zero | $19 * 0 = 0$ |
| | Total weighted points earned | $22.5 + 43 + 39 + 5.75 + 0 = 110.25$ |

Table 27

Step 2 - Divide the number of weighted points earned by the number of prior year graduates and multiply by 100, truncated to the tenth.

| Total Points Earned | Number of Graduates | | | | | | |
|---------------------|---------------------|-----|---|-------|---|-----|-------|
| 110.25 | / | 155 | = | 0.711 | * | 100 | 71.1% |

Table 28

Notes:

- The number of prior year graduates is based on June Enrollment and Attendance Records. MAP-A students who graduate on goals and do not receive a traditional diploma are EXCLUDED from this calculation.
- Scores on the ACT® are based on the superscore.
- A matrix of approximately equivalent ACT®, SAT®, ACCUPLACER®, WorkKeys®, and ASVAB scores, and the associated point values, are available in [Appendix D](#).
- Assessment data for ACT®, SAT®, WorkKeys® and ACCUPLACER® exams are provided by the respective testing companies; ASVAB data are provided by LEAs as part of the June Student Core.

Success-Ready Performance Score: Advanced Coursework Calculation

The Advanced Coursework calculation assigns a weighted ratio to each LEA based on the number of prior year graduates participating in advanced coursework or earning advanced credentials in high school. Successful completion of advanced coursework or advanced credentials is demonstrated through scores on AP®, IB®, or PLTW®; department-approved Industry Recognized Credentials (IRCs) or stackable credentials; or qualifying grades in department-approved dual credit, dual enrollment, AP®, or IB® courses.

Step 1 - Determine the number of prior year graduates with a qualifying score on any of the approved options, and multiply by associated point value.

| Explanations of Calculations | Examples of Data | Examples of Calculations |
|---|---|--------------------------|
| Weighted scores are assigned to prior year graduates earning a qualifying score on an AP®, IB®, PLTW®; earning a qualified IRC or two qualifying stackable credentials; or earning a qualifying grade in department-approved advanced coursework. The metric contributing the highest score is used for each prior year graduate. See Appendix E for additional information. | Unduplicated Count Number of prior year graduates who score at, or above, a three on an AP® exam, or who score at, or above, a four on an IB® exam multiplied by 1.25 | $16 * 1.25 = 20$ |
| | Number of prior year graduates who score proficient on a department- approved IRC assessment, earn “accomplished” or “distinguished” on a PLTW® assessment, or earn two stackable credentials, multiplied by one | $12 * 1 = 12$ |
| | Number of prior year graduates who earn a “B” or greater in a department- approved dual credit course, dual enrollment course, early college course, AP® course, or IB® course multiplied by one | $41 * 1 = 41$ |
| | Number of prior year graduates without a qualifying score or grade on an approved measure multiplied by zero | $81 * 0 = 0$ |
| | Total weighted points earned | $20 + 12 + 41 + 0 = 73$ |

Table 29

Step 2 - Divide the number of weighted points earned by the number of prior year graduates and multiply by 100, truncated to the tenth.

| Total Points Earned | Number of Graduates | | | | | | |
|---------------------|---------------------|-----|---|-------|---|-----|-------|
| 73 | / | 150 | = | 0.487 | * | 100 | 48.7% |

Table 30

Notes:

- The number of prior year graduates is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated. MAP-A graduating on goals that do not receive a traditional diploma are EXCLUDED from this measure.
- Scores on the AP®, IB®, or PLTW® exams are reported by the testing company. Scores on a department-approved IRC are reported by the LEA in MOSIS. Grades earned in department-approved dual credit courses, dual enrollment, early college, AP® courses and IB® courses are reported by the LEA in MOSIS.
- A detailed description of approved advanced coursework and credentials, and the associated point values can be found in [Appendix E](#).

MSIP 6 Performance Score – Standard EA2

Graduation Rate

Background

The high school graduation rate measure is designed to acknowledge LEAs and high schools for supporting students to and through their high school graduation. The measure recognizes graduation using the LEA's four - , five - , six - , and seven-year rates. Most students graduate within four years of entering high school. However, DESE recognizes that for a minority of students, graduating in five, six, or seven years may be the best choice. Because a high school diploma is a baseline credential necessary for many future opportunities, and because LEAs and schools are better able to determine the graduation timeline most beneficial and realistic for each particular student, APR graduation scores may be based on the four-, five-, six-, or seven-year graduation rate. In practice, most LEAs and schools are scored based on the four-year rate. However, in some cases (particularly for LEAs and schools with high proportions of cognitively disabled students, LEAs and schools with high mobility rates, special school districts that serve students with non-traditional education plans, or alternative schools) other graduation rates may be more representative of the LEA or school's contribution to student graduation rates.

The five-, six- and seven-year rates are calculated in the same manner as the four-year graduation rate. For example, the fifth-year students remain in their original cohort, and that cohort is recalculated based on the aggregate number of students graduating with a regular diploma within a five-year timeframe. The four-, five-, six- and seven-year graduation rates are calculated, and the highest of the four is used to determine if LEAs and schools have met the graduation rate target.

Notes

- Data are obtained from the MOSIS June Enrollment and Attendance file.
- **Cohort Year Calculation** – Cohort year is calculated by adding four school years to the school year a student is first identified as a freshman into the MOSIS June Student Core, Enrollment, and Attendance submission to determine when graduation should typically occur. For example, a freshman who enters school in August of 2019 has a first freshman school year of 2019-20 and should be reported in MOSIS (FirstFreshmanYear = 2020). This student would be expected to graduate in the school year 2022-23 (Cohort Year = 2023). It is crucial that the first freshman school year is identified accurately for proper cohort year identification.
- **Four-Year Adjusted Cohort Graduation Rate Definition** – The four-year adjusted cohort graduation rate consists of the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class, truncated to the tenth. From the beginning of ninth grade, students who are entering that grade for the first time form a cohort that is subsequently adjusted by adding any students who transfer into the cohort later as ninth graders or within the next three years and subtracting any students who transfer out, immigrate to another country, or die during that same period.
- **Five-Year Adjusted Cohort Graduation Rate Definition** – The five-year adjusted cohort graduation rate is calculated the same as the four-year with the exception that it includes both four- and five-year graduates in the fifth-year cohort.
- **Six-Year Adjusted Cohort Graduation Rate Definition** – The six-year adjusted cohort graduation rate is calculated the same as the four- and five-year rate with the exception that it includes four-, five-, and six-year graduates from the original ninth-grade cohort.
- **Seven-Year Adjusted Cohort Graduation Rate Definition** – The seven-year adjusted cohort graduation rate is calculated the same as the four-, five-, and six-year rate with the exception that it includes four-, five-, six- and seven-year graduates from the original ninth-grade cohort.
- **Graduating Attendance Centers with grades 10, 11, 12 or 11, 12** – Attendance centers that do not include the ninth grade will use the same calculation as those attendance centers that include the ninth grade, with the exception of substituting the next lowest grade level taught in the attendance center beyond the ninth grade for the beginning of the adjusted cohort.
- **Definition of Graduate** – Only students graduating with a regular diploma, as outlined in the graduation handbook, count toward the graduation rate. Students who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals, are not counted as graduates for the purposes of this calculation. This would generally be limited to those students with the most significant cognitive disabilities.

Graduation Rate Targets and Scoring

| Designation | Points | 4, 5, 6, or 7 Year Rate |
|--------------------|--------|-------------------------|
| Target | 20 | 92.0 – 100 |
| On-Track | 15 | 82.0 – 91.9 |
| Approaching | 10 | 72.0 – 81.9 |
| Floor | 0 | 0 – 71.9 |

Table 31

Measurement

Example of the four-year cohort graduation rate calculation

| Explanation of Calculations | Examples of Data | Examples of Calculations |
|--|---|---------------------------|
| 1) The four-year starting cohort , defined as students who were first-year ninth graders four years ago, is determined. | 2020 Starting Cohort <i>First-year ninth graders in the 2018-19 academic year</i> | 1,025 |
| 2) The four-year adjustments are reported in the MOSIS June Student Enrollment and Attendance File. | Transfers In <i>Students who transferred to the LEA during the years 2020, 2021, 2022, or 2023</i> | 125 |
| | Transfers Out <i>Students who transferred away from the LEA during the years 2020, 2021, 2022, or 2023</i> | 150 |
| 3) The four-year adjusted cohort is calculated based on reported adjustments. | Adjusted 4-year Graduation Cohort 2023 = Starting Cohort 2020 members + Transfers in – Transfers out | $1025 + 125 - 150 = 1000$ |
| 4) The number of cohort members who earned a regular high school diploma by the end of the starting cohort's fourth high school year = number of cohort graduates reported in the MOSIS June Student Enrollment and Attendance. | Graduates <i>Students who exited with a regular diploma.</i> | 900 |
| 5) The four-year adjusted cohort graduation rate is determined by dividing the number of cohort graduates by the number of first-time ninth graders in the starting cohort; plus students who transfer in; minus students who transfer out, emigrate, or become deceased during the cohort's four high school years; multiplying by 100; then truncated to the tenth. | a) Number of four-year cohort members graduating in four years or less = 900 | $900 / 1,000 = 0.900$ |
| | b) Number of adjusted cohort members = 1000 | $0.900 * 100 = 90.0\%$ |

Table 32

Example of the five-year cohort graduation rate calculation

| Explanation of Calculations | Examples of Data | Examples of Calculations |
|--|--|---------------------------|
| 1) The five-year starting cohort , defined as students who were first-year ninth graders five years ago, is determined. | 2019 Starting Cohort <i>First-year ninth graders in the 2018-19 academic year</i> | 1,000 |
| 2) The five-year adjustments are reported in the MOSIS June Student Enrollment and Attendance File. | Transfers In <i>Students who transferred to the LEA during the years 2019, 2020, 2021, 2022 or 2023</i> | 155 |
| | Transfers Out <i>Students who transferred away from the LEA during the years 2019, 2020, 2021, 2022 or 2023</i> | 150 |
| 3) The five-year adjusted cohort is calculated based on reported adjustments. | Adjusted 5-year Graduation Cohort 2023 = Starting Cohort 2019 members + Transfers in – Transfers out | $1000 + 155 - 150 = 1005$ |
| 4) The number of cohort members who earned a regular high school diploma by the end of the starting cohort's fifth year of high school year = number of cohort graduates reported in the MOSIS June Student Enrollment and Attendance. | Graduates <i>Students who exited with a regular diploma.</i> | 920 |
| 5) The five-year adjusted cohort graduation rate is determined by dividing the number of cohort graduates by the number of first-time ninth graders in the starting cohort; plus students who transfer in; minus students who transfer out, emigrate, or become deceased during the cohort's four high school years; multiplying by 100; then truncated to the tenth. | a) Number of five-year cohort members graduating in five years or less = 920 | $920 / 1,005 = 0.915$ |
| | b) Number of adjusted cohort members = 1005 | $0.915 * 100 = 91.5\%$ |

Table 33

Notes

- All graduation rates are calculated in the same manner as the four- year rate except that the rate represents the number of students graduating within five, six, or seven years of their first freshman year, respectively.

MSIP 6 Performance Score – Standard EA3

Follow-Up Rate of Graduates

Background

The Follow-Up Rate measures the extent to which the students of an LEA or school pursue gainful opportunities after graduation. Points in this category are awarded to graduates who meet one of the five identified categories in the indicator: college enrollment, trade/technical school, employment, military service, and/or National or Community Service or Peace Corps*.

Follow-Up Targets and Scoring

| Designation | Target | Points earned |
|--------------------|-------------|---------------|
| Target | 90.0%-100% | 4 |
| On-Track | 80.0%-89.9% | 3 |
| Approaching | 70.0%-79.9% | 2 |
| Floor | 0-69.9% | 0 |

Table 34

*Students serving in a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq) or the Peace Corps Act (22 U.S.C. 2504(a)). Examples include AmeriCorps, National Civilian Community Corps, Volunteers in Service to America, Senior Corps, USA Freedom Corps, President’s Volunteer Service Award, Presidential Freedom Scholarship Program and FEMA Corps.

Measurement

The percent of students that count towards the post-secondary placement measure is determined by dividing the number of graduates meeting the criteria by the total number of graduates, multiplying by 100, then truncating to the tenth.

| Explanations of Data | Examples of Data | Examples of Calculations |
|--|---|--|
| 1) The number of graduates is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated. | Number of students who graduated (includes students who graduated without a traditional diploma). | 385 |
| 2) The number of graduates who attend post-secondary education/training, serve in the military, are employed, or are serving in National or Community Service or Peace Corps within six months of graduation. | Unduplicated Count a) Number of graduates who attend post-secondary education = 147 b) Number of graduates who attend post-secondary training = 118 c) Number of graduates who join the military = 17 d) Number of graduates who are employed = 54 e) Number of graduates who serve in National or Community Service or Peace Corps = 3 | $147 + 118 + 17 + 54 + 3 = 339$ |
| 3) The percent of graduates who earned a qualifying score is determined by dividing the number of graduates attend post-secondary education/training, serve in the military, are employed, or are serving in National or Community Service or Peace Corps within six months of graduation by the total number of graduates, multiplying by 100, then truncating to the tenth. | a) Number of graduates = 385 b) Number of graduates who earn a qualifying score = 339 | $339 / 385 = 0.88$ $0.881 * 100 = 88.0\%$ |

Table 35

Notes

- MAP-A students and students who graduated without a traditional diploma are INCLUDED in this measure.
- Data are obtained from the MOSIS June Enrollment and Attendance file and February Student Graduate Follow-Up.
- This is a lagged indicator representing graduates from the preceding year(s).
- For placement-related questions, see the Career and Technical Education Placement/Follow-Up Guidelines in [Appendix F](#).

MSIP 6 Continuous Improvement Score – TL1

Success-Ready Students

Background

Unlike the Success-Ready portion of the Performance score, which allocates points based on test outcomes, the Success-Ready Continuous Improvement score measures inputs to the educational process. These educational inputs represent factors that help create an environment conducive to learning and helping students reach their full potential. The Success-Ready portion of the Continuous Improvement score measures attendance, career and academic planning assistance, and assessment of kindergarten students for school-readiness.

Scoring

The following Standards and Indicators are measured in the Success-Ready portion of the Continuous Improvement Cycle:

| Indicator | Descriptor | Points possible |
|-------------|-------------------------|-----------------|
| TL1A | School Entry Readiness | 4 |
| TL1B | K-12 Regular Attendance | 4 |
| TL1D | ICAP Completion | 4 |

Table 36

Career and Technical Education Expansion

In accordance with [Section 162.1115 RSMo](#), an LEA that expands its career and technical education (CTE) opportunities may receive additional points toward the twenty points possible for the Performance portion of Standard TL1 – Success-Ready. These points are only available for this particular standard, and LEAs may not earn more than the 20 total points available for this standard.

An LEA may receive the additional points by creating and/or entering into a partnership with area career centers, comprehensive high schools, business, or industry to develop a pathway for students to

- A. enroll in a program of career and technical education while in high school
- B. participate and complete an internship or apprenticeship during their final year of high school
- C. obtain the industry certification or credential(s) applicable to their program or career and technical education and internship or apprenticeship

LEAs whose career and technical education expansion satisfied all established criteria and whose application was approved by DESE are eligible to earn additional points toward the Performance score for Standard TL1. These points are awarded annually and only available for this particular indicator. LEAs may not earn more than 20 total Performance Success-Ready points. In order for LEAs to maintain the extra points in consecutive years, they must continue to expand CTE program offerings each year, by either continuing to grow the previously expanded program, expanding a separate program, or creating a new program in compliance with the stated criteria. Additionally, all LEAs that partner with an area career center or vocational school that has expanded or created CTE opportunities in alignment with the stated criteria will be eligible for the additional points.

Calculation of TL1A: School Readiness

Children entering school for the first time bring with them a unique set of skills and behaviors based on personal characteristics, experiences, and development, which contributes to the child's ability to succeed in a school environment. Because school readiness is different for every child, a proper understanding of a child's cognitive and behavioral development upon school entry is crucial to providing appropriate instruction and preparing the child to succeed in school.

The School Readiness indicator is a met/not met measurement that assigns points to LEAs that administer a state-approved Kindergarten Entry Assessment (KEA) to incoming kindergarten students. LEAs are not held responsible for student performance on KEAs. In order to receive credit, the LEA must submit and/or upload the Kindergarten Entry Readiness results through the MOSIS/October Collection. LEAs receive credit if they assess 95 percent or more of incoming kindergartners, regardless of student performance on the assessment.

| KEA Status | Targets | Points Earned |
|----------------|---|---------------|
| Met | A KEA is administered to 95 percent or more of incoming kindergartners | 4 |
| Not Met | A KEA is administered to fewer than 95 percent of incoming kindergartners | 0 |

Table 37

Notes

- Kindergarten Entry Assessment participation data is collected in the October MOSIS collection cycle.
- DESE recommends the following KEAs: the Brigance Inventory of Early Development II Standardized (IED III Standardized), the Desired Results Developmental Profile for Kindergarten (DRDP-K) – Essential, and the Kindergarten Observation Form (KOF). Current recommended tests will be required in the 2023-2024 school year.
- In LEAs with fewer than 20 accountable kindergarten students, no more than one student may not be assessed in order to earn full points.

Calculation of TL1B: Attendance Rate

The student's attendance rate is determined by using the "hours of absence" method. This method is calculated by dividing the hours of attendance by the total hours enrolled, then multiplying by 100 and rounding to the tenth.

When calculating the LEA or school attendance rate, the proportional weight of each student is used. The proportional enrollment is determined by taking the total hours enrolled in the LEA or school and dividing by the total calendar hours rounded to the thousandth.

Example calculation

The following example shows how to calculate the attendance measure for a hypothetical school of eight students. Refer to Table 38 for example data.

Step 1 – Determine the students' hours of enrollment:

Hours of enrollment = Regular hours of attendance + regular hours of absence = hours of enrollment

Student A: $306.9 + 29.5 = 336.4$

Student B: $973.0167 + 105.75 = 1078.8$

Etc. students C - H

Step 2 – Determine the students' proportional enrollment:

Proportional weight = regular hours of enrollment/total calendar hours

Student A: $336.4 / 1078.8 = 0.23813$

Student B: $1078.7667 / 1078.8 = 1$

Etc. students C - H

Step 3 – Determine the students' attendance rate:

Attendance Rate = regular hours attendance/hours of enrollment

Student A: $306.9 / 336.4 = 91.2$

Student B: $973.0167 / 1078.8 = 90.2$

Etc. students C - H

Step 4 – Determine the points applied to each student based on attendance rate. Students with an attendance rate of 90 percent or above receive one point, students with an attendance rate of 87.5 percent to 89.99 percent receive 0.5 points, students with an attendance rate of 85 percent to 87.49 percent receive 0.25 points, and students with an attendance rate of less than 85 percent receive no points:

Students A & B are both above 90 percent = 1.0

Students C & D are both between 87.5 percent and 89.9 percent = 0.5

Students E & F are both between 85 percent & 87.49 percent = 0.25

Students G & H are both below 85 percent = 0

Step 5 – Determine the total proportional weight for the LEA or building (the denominator):

Sum the total proportional weights of all students enrolled

$0.28449 + 1 + 0.47576 + 1 + 1 + 0.23601 + 1 + 0.81368 = 5.80994$

Step 6 – Determine the adjusted proportional weight each student contributes to the total:

Adjusted proportional weight = proportional weight x attendance points

Student A: $0.28449 \times 1 = 0.284$

Student B: $1 \times 1 = 1$

Etc. Students C - H

Step 7 – Determine the total adjusted proportional weight for the LEA or building (the numerator):

Sum the total adjusted proportional weights of all students enrolled

$$0.284 + 1.000 + 0.238 + 0.500 + 0.250 + 0.059 + 0.000 + 0.000 = 2.3331$$

Step 8 – Divide the total adjusted proportional weight of each student 90 percent or greater by the total proportional weight possible to determine the LEA attendance rate for APR purposes. Multiply by 100 and truncate to the tenth.

$$2.331/5.80944 = 0.4012 \text{ (40.1 percent)}$$

This is an extreme example for illustration purposes, with only three students in the sample chart below. A typical small LEA might have an adjusted proportional weight of 290.000 and a total proportional weight of 308.00 for an attendance rate of $290.000/308.000 = 0.9415$ (94.2 percent)

| | Regular Hours Attendance | Regular Hours Absence | Hours of Enrollment | Proportion al Weight | Attendance Rate | Calendar Total Hours | Attendance Points | Adjusted Proportion al Weight |
|----------|--------------------------|-----------------------|---------------------|----------------------|-----------------|----------------------|-------------------|-------------------------------|
| A | 277.4 | 29.5 | 306.9 | 0.28449 | 90.4 | 1078.8 | 1 | 0.284 |
| B | 973.0167 | 105.75 | 1078.7667 | 1 | 90.2 | 1078.8 | 1 | 1.000 |
| C | 457.2666 | 55.9667 | 513.2333 | 0.47576 | 89.1 | 1078.8 | 0.5 | 0.238 |
| D | 962.3834 | 116.3833 | 1078.7667 | 1 | 89.2 | 1078.8 | 0.5 | 0.500 |
| E | 929.8334 | 148.9333 | 1078.7667 | 1 | 86.2 | 1078.8 | 0.25 | 0.250 |
| F | 219.0833 | 35.5167 | 254.6 | 0.23601 | 86.1 | 1078.8 | 0.25 | 0.059 |
| G | 914.1667 | 164.6 | 1078.7667 | 1 | 84.7 | 1078.8 | 0 | 0.000 |
| H | 737.9334 | 139.8333 | 877.7667 | 0.81368 | 84.1 | 1078.8 | 0 | 0.000 |
| | Total | | | 5.80994 | | | | 2.331 |

Table 38

Points are assigned to LEAs and schools in the following manner:

| Attendance Designation | Targets | Points Earned |
|------------------------|-------------|---------------|
| Target | 90.0%-100% | 4 |
| On-track | 85.0%-89.9% | 3 |
| Approaching | 80.0%-84.9% | 2 |
| Floor | 0-79.9% | 0 |

Table 39

Notes

- K-12 attendance is reported by LEAs through the annual June Core Data collection.

Calculation of TL1D: Individual Career and Academic Plan (ICAP)

The Individual Career and Academic Plan (ICAP) is a plan of study designed to guide students through the coursework and activities for achieving personal career goals, developing post-secondary plans, and providing individual pathway options. An ICAP is a multi-year process, beginning by eighth grade, and used to guide students and their families in the exploration of career, academic, and multiple post-secondary opportunities.

The ICAP will be calculated in the following manner:

- **Step 1** – Determine the cohort of eighth grade students, based on the MOSIS June Enrollment file.
- **Step 2** – Determine the number of students with completed ICAPs in the LEA in which they advanced to eighth grade, using data reported by the LEA in the appropriate MOSIS cycle.
- **Step 3** – Divide the total number of students with a completed ICAP by the total of number of students in the eighth-grade cohort. Points are assigned as described in Table 40 below.

| ICAP Designation | Targets | Points Earned |
|--------------------|------------------------|---------------|
| Target | 100% - 95.0% complete | 4 |
| On-Track | 85.0% - 94.9% complete | 3 |
| Approaching | 75.0% - 84.9% complete | 2 |
| Floor | 74.9% or less complete | 0 |

Table 40

Every three years, the department will select a random sample from LEAs to review the quality of the ICAPs. In cases of material non-compliance, the department may issue a letter of concern to the LEA or provide the State Board of Education updates at the time of classification.

Notes

- The cohort of students used in this calculation is defined as all full-time eighth-grade students who advanced to ninth grade at the end of the school year, remaining in the LEA.
- Part-time students that only attend the LEA for special services or elective courses will not be included in the ICAP calculation. LEAs may appeal the inclusion of part-time students removed from the ICAP cohort.
- FAY does not apply to the ICAP calculation.

MSIP 6 Continuous Improvement Score Required Documentation

Background

Many of the MSIP 6 Standards and Indicators require supporting documentation that provides evidence of the LEA's compliance. In order to score points, the following items must be submitted on time and in full:

- Annual Audit Report, submitted via DESE Web Applications by December 31
- Annual Secretary of the Board Report (ASBR), submitted via DESE Web Applications by August 15
- Required MOSIS/Core Data collections – Each collection must be submitted by the due date of the associated collection cycle.

LEAs that complete all required data submissions on time will receive six points.

| Required Documentation Scoring | | |
|--------------------------------------|-----------------------|---------------------------|
| | Completed by Deadline | Not completed by Deadline |
| Annual Audit Report | 2 | 0 |
| Annual Secretary of the Board Report | 2 | 0 |
| Required MOSIS/Core Data collections | 2 | 0 |

Table 41

Required MOSIS Collections for the 2021-22 and 2022-23 APR are as follows. Additional collections may be added in future years:

- June Student Core
- Student Enrollment and Attendance
- Student Discipline
- Student Course Completion
- EOC Exception Collection
- June ID Cleanup

Notes:

- See the [Core Data and MOSIS Manual](#) for information on data submission cycles and the associated due dates.
- DESE will not accept appeals of the EOC Exception Collection. This collection acts as the appeal for students who were not assessed on the EOC assessment.

MSIP 6 Continuous Improvement Score Improvement Planning

Standards

The following standards and indicators are included as part of the Improvement process for schools and LEAs.

| | |
|---|---|
| Leadership (L1 and L3) | Effective Teaching and Learning (TL1 – TL6) |
| Collaborative Climate and Culture (CC2 – CC4) | Data-Based Decision Making (DB2 – DB4) |
| Assessments Aligned to the Missouri Learning Standards (AS2) | Equity and Access (EA4) |

Table 42

See [Appendix A](#) for the full MSIP 6 Standards and Indicators document.

Background

The bulk of the Continuous Improvement section of the MSIP 6 APR consists of the Continuous Improvement Process and Cycle – hereafter referred to as “Improvement Planning.” The Improvement Planning process represents the set of daily inputs and activities an LEA does to continuously improve and support student growth and development. The Improvement Planning Process is documented and assessed by the following scoring elements:

The **Continuous School Improvement Plan (CSIP)** is each LEA’s strategy, understanding of strengths and opportunities, and planning development that is relevant to the LEA and its students. DESE seeks to understand and evaluate these plans and this work toward student improvement, recognizing the importance of local context.

The **Response to Standards** is the LEA’s self-reflection on its own performance relative to MSIP 6 Standards and Indicators, which are LEA specific, to develop initiatives and goals to support student growth. The Response to Standards provides an opportunity for LEAs to “tell their story” and highlight the strengths of their school community.

The **Climate and Culture Survey** is a representation of each LEA’s engagement with internal and external stakeholders to understand all perspectives and to use that information to support the LEA’s continuous improvement.

Collectively, these three elements of the Improvement Planning process account for how the LEA works to create a school environment conducive to student learning and to improve practices to serve students. Improvement Planning metrics are LEA centered and focus on creating an educational environment that helps students succeed. By contrast, the Performance Score components show if the LEA is meeting state standard toward student-centered measures of academic achievement. These two scoring components are not conceptually separate; rather, high-quality improvement planning should lead to improved student outcomes.

Scoring Specifications and Timeline

The Improvement Planning process does not occur annually, and some initiatives may take multiple years to implement and yield results. Therefore, the following provisions apply to the Improvement Planning scoring process:

1. Each LEA will earn/receive an Improvement Planning review every two years from DESE.
2. In future cycles, LEAs that have completed at least one Improvement Planning cycle will be required to submit documents on a regular basis demonstrating the effectiveness of the improvement strategies documented during the Improvement Planning process, along with data to demonstrate that the LEA is making progress toward the goals established in its CSIP.
3. Improvement Planning scores and Climate and Culture Survey completion will be reported on the 2024 APR after all LEAs have been evaluated. Until that time, each LEA's APR will display full points for these two measures.
4. The LEA Response to Standards scores will be reported on the 2024 APR.

Improvement Plan/CSIP

An LEA's Continuous School Improvement Plan (CSIP) may include the LEA's strategy guide, the completed DESE template (see [Appendix G](#)), and/or additional documentation. The LEA must also upload a completed CSIP Pre-Planning Guide (see [Appendix H](#)) in addition to the Response to Standards and any other required CSIP documentation.

The following scoring guide will be used to evaluate an LEA, along with the LEA's Response to Standards (CSIP).

In total, an LEA may earn up to 30 points on the CSIP. CSIPs will be scored by a CSIP Review Team, and feedback will be provided to the LEA. Scoring consists of five different indicators, each of which is evaluated based on a set of three to four requirements that indicate compliance with each indicator. The CSIP Review Team assigns a designation of "Met" or "Not Met" to each requirement. Six points are assigned to each indicator for which the LEA receives "Mets" for the majority of requirements. If the LEA does not receive "Mets" for the majority of requirements, no points will be assigned for that indicator. The CSIP scoring rubric is outlined below. Mets/Not Mets and associated point tallies are hypothetical and for example purposes only.

L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

| <i>A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment.</i> | | |
|--|-----|---------|
| REQUIREMENT | MET | NOT MET |
| The CSIP was developed in meaningful collaboration with internal and external stakeholders. | X | |
| Evidence shows that stakeholders are engaged in ongoing CSIP development and/or progress monitoring. | X | |
| The CSIP is based upon a data-based needs assessment. | | X |
| Various data sources (quantitative, qualitative) were used to develop the CSIP and to review ongoing progress. | X | |

Table 43

| <i>B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.</i> | | |
|---|-----|---------|
| REQUIREMENT | MET | NOT MET |
| The local board is engaged in the review of the plan and progress toward goal attainment, multiple times throughout the year. | X | |
| The local board has established processes to review academic data. | X | |
| The local board addresses the well-being of each student through social emotional supports or other measures. | | X |
| The CSIP drives leaders and teachers in the development and implementation of academic instruction. | | X |

Table 44

C. The CSIP Contains

- *clear standards of mission and vision;*
- *limited number of focused goals and objectives;*
- *evidenced-based action steps and strategies;*
- *timelines for implementation and monitoring;*
- *persons responsible for implementation and monitoring;*
- *funding sources; and*
- *other information.*

| REQUIREMENT | MET | NOT MET |
|---|-----|---------|
| Evidence indicates the plan sets expectations for practices across academics, culture, and school operations. | X | |
| All of the required components are addressed in the CSIP. | X | |
| Evidence-based strategies are identified in the plan and are supported by highly focused action steps. | X | |

Table 45

D. The local board regularly monitors the implementation and outcomes of the CSIP.

| REQUIREMENT | MET | NOT MET |
|---|-----|---------|
| The local board reviews the CSIP at least quarterly. | | X |
| The local board monitors CSIP progress and outcomes. | | X |
| The local board uses the CSIP as a guide in developing the budget to address identified outcomes. | X | |

Table 46

E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan).

| REQUIREMENT | MET | NOT MET |
|--|-----|---------|
| Evidence indicates the CSIP processes are reflected in all required plans that govern the LEA. | X | |
| Individual school plans are aligned to the CSIP (may not apply to small LEAs). | | X |
| Evidence indicates that all plans are implemented with fidelity. | X | |

Table 47

| Final Summary | | | |
|---|-----|---------|--------|
| Scoring: Put the number of <u>Mets</u> and <u>Not Mets</u> from each indicator in the appropriate box below. (Ex. LEA has 4 descriptors: Met 3, Not Met 1=4) LEA will receive 6 Points for meeting the majority of indicators in each respective standard. The points column will be totaled at the bottom. Any descriptor <u>not met</u> may be addressed on the CSIP Feedback Form as a growth opportunity. | | | |
| Indicator | MET | NOT MET | POINTS |
| A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment. | 3 | 1 | 6 |
| B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student. | 2 | 2 | 0 |
| C. The CSIP Contains <ul style="list-style-type: none"> • clear standards of mission and vision; • limited number of focused goals and objectives; • evidence-based action steps and strategies; • timelines for implementation and monitoring; • persons responsible for implementation and monitoring; • funding sources; and • any other information. | 3 | 0 | 6 |
| D. The local board regularly monitors the implementation and outcomes of the CSIP. | 1 | 2 | 0 |
| E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan.) | 2 | 1 | 6 |
| Total Points Earned | | | 18/30 |

Table 48

Response to Standards

Some MSIP 6 Standards and Indicators, which are relevant to the improvement plan, are not necessarily captured in an LEA's CSIP document. The Response to Standards allows LEAs to address their compliance with these additional Standards and Indicators through a series of open-response questions. LEAs are provided with a series of prompts related to each standard, to which they provide a short written response that demonstrates how the LEA meets, or does not meet, that standard, based on the LEA's self-reflection. LEAs must upload their Response to Standards document with their CSIP documents via Web Applications under Compliance Plans (State and Federal).

Scoring is based on completion of all prompts:

| Response to Standards | |
|------------------------|---|
| 100% Completion | 8 |
| 90.0% - 99.9% Complete | 4 |
| 80.0% - 89.9% Complete | 2 |
| Less than 80% Complete | 0 |

Table 49

The Response to Standards document can be found in [Appendix I](#).

Climate and Culture Scoring

As part of the Improvement Planning Process, LEAs are required to survey students, staff, and parents to obtain feedback to be analyzed in planning and developing the LEA’s Continuous Improvement Plan.

LEAs may administer a locally developed survey, a survey purchased through a vendor, or the DESE-developed survey. The LEA CSIP Pre-Planning Guide must indicate which type of survey was used. Locally developed and purchased surveys must include the following three essential indicators:

- 1. **The school system assures student voices are heard and respected.**
This indicator should appear in the older student, parent, and staff surveys.
- 2. **The school system provides school culture and climate data and reports periodically to all stakeholders.**
This indicator should appear in the parent and staff surveys.
- 3. **Educator teams address positive classroom learning environments.**
This indicator should appear in the staff survey.

LEAs will be asked to document the administration of a climate and culture survey and the Climate and Culture Verification Form. This form will be available fall of 2023.

| Climate and Culture Scoring | |
|--|---|
| LEA meets all requirements set forth for the climate and culture survey | 4 |
| LEA does not meet one or more of the requirements for the climate and culture survey | 0 |

Table 50

MSIP 6 Classification and Accreditation Process

An LEA's Accreditation Classification remains intact until the State Board of Education (state board) determines otherwise. An LEA's classification may be lowered at any time due to superintendent non-certification, failure to comply with the state and/or federal law, financial status (fund balance), inability to deliver services to students, or other factors at the discretion of the state board.

Step 1 - Every year, DESE produces the APR score, calculated as a percentage of total points earned over total points possible, which reflects the LEA's performance relative to the MSIP 6 Standards and Indicators for the most recently completed school year. In addition, an APR Classification Composite Score will be generated using an average of three years of supporting data from the APR.

Step 2 – DESE reviews each district's current accreditation status, APR Classification Composite Score, and the APR supporting data for the three most recent APRs to identify trends and status in performance outcomes. If data trends indicate that the district's full accreditation is or may be at risk, the district may be asked to review their data and update the most recently approved Continuous Improvement Plan. In addition, the Regional School Improvement Team may be activated for assistance.

Step 3 – Following the data review process described in "Step 2", DESE will make accreditation classification recommendations to the State Board of Education. **Recommendations will be based upon two consecutive APR Classification Composite Scores and APR trends and may include other factors as appropriate, e.g. implementation and updated CSIP goals, financial status, leadership stability.** Recommendations regarding accreditation classification are presented to the state board for its approval. Districts are notified by DESE of the accreditation classification assigned by the board.

LEA's Accreditation Classification recommendations will be presented to the state board annually as appropriate. At that time, the APR Classification Composite Scores will be considered, according to the following guidelines:

| Accreditation Levels | APR Classification Composite Score |
|------------------------------------|--|
| Accredited with Distinction | The district earned a minimum of 95% or more of the points possible in the APR Classification Composite Score. |
| Accredited | The district earned 70% or more of the points possible in the Classification Composite Score. |
| Provisionally Accredited | The district earned 50% to 69.9% of the points possible in the APR Classification Composite Score. |
| Unaccredited | The district earned less than 50% of the points possible in the APR Classification Composite Score. |

Table 51

Anticipated Classification Timeline

In 2023-24, only one MSIP 6 APR Classification Composite Score is available; therefore, classification recommendations in 2023-24 will take into account:

- Superintendent certification
- Reserve fund balance
- Local board member orientation/training
- Compliance with state and federal law

In 2024-25, and in subsequent years, classification will take into account:

- APR Classification Composite Scores
 - Averages three years of data from the APR
 - Requires two consecutive APR Classification Composite Scores to change classification
- Superintendent certification
- Reserve fund balance
- Local board member orientation/training
- Compliance with state and federal law

Notes

- DESE may review any LEA’s classification and performance at any time.
- Multiple years of APR data will be used to create the APR Classification Composite Score.
- Two consecutive APR Classification Composite Score’s in the same range are necessary to change classification. Please see table below:

| Classification Using MSIP 6 APR Classification Composite Score | | | | |
|--|---|---|----------|----------|
| 2022 APR* | 2023 APR | 2024 APR | 2025 APR | 2026 APR |
| 2024 APR Classification Composite Score | | | | |
| | 2025 APR Classification Composite Score | | | |
| | | 2026 APR Classification Composite Score | | |

Table 52

*At any time the state implements a new statewide assessment system, develops new academic performance standards, or makes changes to the Missouri School Improvement Program, the first year of such statewide assessment system and performance indicators shall be utilized as a pilot year for the purposes of calculating a district’s APR under the Missouri School Improvement Program. The results of a statewide pilot shall not be used to lower a public school district’s accreditation (§161.855.4, RSMo).

Appendix A

5 CSR 20-100.125 Missouri School Improvement Program 6

- (1) The following definitions will be used in administering this rule:
 - (A) Academic Success: Academic Success is defined as a compilation of Standards TL1 – Success-Ready Students, EA1 – Academic Achievement which lead to success in the next grade level or chapter in a student’s life.
 - (B) Educational Equity: Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.
 - (C) School System: School system includes a local board and a school district or charter school. Standards used for measurement in each type of system have been noted in Appendix A.
 - (D) Student Groups: Identified student groups refers to all traditional student groups including: Asian/Pacific Islander, black, Hispanic, American Indian, white, multi-racial, students with disabilities, English language learners, and low-income students. Other demographic groups may be developed for reporting.
 - (E) Well-being: Well-being includes the physical (safety, environmental), social-emotional, and intellectual needs of students.
 - (F) Students: Students include all children age 3-21 who are enrolled in the school system.
- (2) Pursuant to section 161.092, RSMo, this rule is to be effective two (2) years from the date of adoption of the proposed rule by the State Board of Education (board). The Missouri School Improvement Program (MSIP) 6 Standards and Indicators, Appendix A, included herein, is comprised of quantitative and qualitative standards for school districts and charter schools.
- (3) School district and charter school performance will be reviewed annually by the Department of Elementary and Secondary Education (department) in accordance with this rule, including the standards, using the appropriate scoring guide, forms, and procedures outlined by the department. Review of these data will guide the department in determining school districts in need of improvement, in determining the appropriate level of intervention necessary for significant and sustained improvement in student achievement, and in evaluating charter sponsors. Decisions will be made using multiple years of data.
- (4) The board will assign school district classification designations of unaccredited, provisionally accredited, accredited, and accredited with distinction.
- (5) Districts identified through MSIP as needing improvement must submit a continuous school improvement plan for approval by the department.
- (6) A classification designation based on the standards of MSIP will remain in effect until the board approves another classification designation. The board may consider changing a district’s classification designation upon its determination that the district has—
 - (A) Failed to implement any required school improvement plan at an acceptable level;
 - (B) Demonstrated significant change in student performance over multiple years;
 - (C) Employed a superintendent or chief executive officer without a valid Missouri superintendent’s certificate in a K-12 school district, or employed a superintendent or chief executive officer without a valid Missouri superintendent’s or elementary principal’s certificate in a K-8 school district;
 - (D) Experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based; and/or
 - (E) Failed to comply with a statutory requirement.
- (7) A local board of education (local board) that is dissatisfied with the classification designation assigned by the board shall request reconsideration within sixty (60) calendar days of notice received of the original classification. The request for reconsideration shall be submitted to the commissioner of education and state the specific basis for reconsideration, including any errors of fact to support reconsideration. Review by the board shall be scheduled within sixty (60) calendar days of receipt of the request for reconsideration and shall be based upon the materials submitted with the original classification, the request for reconsideration, and any materials offered by the commissioner of education or requested by the board.

Standards and Indicators

Leadership (L)

School Board Leadership

***L1 - The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.**

- A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which are the basis for the district's continuous improvement process.
- B. Local board members complete all legally required board training within the mandated timeframe.
- C. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.
- D. The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.

*Measured for Continuous Improvement Report

Ethics

L2 - The local board and administration conduct school system business in an ethical, legal, and transparent manner.

- A. The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.
- B. The local board adopts and adheres to its policy on legal and professional ethics for school board members.
- C. The local board and administration conduct business in compliance with the Missouri Open Meetings and Records Act.
- D. The superintendent/chief executive officer ensures that individual requests from local board members are considered by the local board as a whole.

Continuous School Improvement

***L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.**

- A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.
- B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.
- C. The CSIP contains:
 - 1. Clear statements of mission and vision;
 - 2. Limited number of focused goals and objectives;
 - 3. Evidence-based action steps and strategies;
 - 4. Timelines for implementation and monitoring;
 - 5. Persons responsible for implementation and monitoring;
 - 6. Funding sources; and
 - 7. Any other information needed to implement the plan.
- D. The local board regularly monitors the implementation and outcomes of the CSIP.
- E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).

*Measured for Continuous Improvement Report

Operations and Resource Management

L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.

- A. The school system deliberately allocates both fiscal and non-fiscal resources to align with CSIP priorities and matters of equity.
- B. The local board and administration regularly and systematically engage in long-range financial, facilities, and infrastructure planning.
- C. The budget is developed through a transparent process that complies with law and is approved by the local board.
- D. The local board establishes budget parameters, including minimum fund balances, to guide budget development.
- E. The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.

School Board Policy

L5 - The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.

- A. The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.
- B. The local board, administration, and staff implement and enforce policy when conducting school system business.
- C. The local board approves documents and reports as required by policy and law.
- D. The school system's policies and handbooks are posted on the system's website or are otherwise available to the community.

Superintendent Roles, Responsibilities and Evaluation

L6 - The local board(s) employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.

- A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.
- B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
- C. The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20- 400.375.
- D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.

Personnel and Program Evaluation

L7 - The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system's programs, practices, and procedures for the attainment of the vision, mission, and goals.

- A. The local board and administration consistently use data to make decisions.
- B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.
- C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.
- D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.
- E. The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.
- F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.

Communication

L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.

- A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.
- B. The school system regularly communicates to all stakeholders the progress in attainment of the systems mission, vision, and goals.

Personnel

L9 - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.

- A. Administration manages personnel resources, both professional and support staff, to address each student's learning needs.
- B. The school system maintains a system of recruitment and support to ensure a high- quality, student-centered staff.
- C. The local board employs sufficient additional administrators to provide for the leadership and management of the district.

Recommended Associate/Assistant Superintendent Ratios

| FTE | Certified Staff Members (FTE) |
|------------|--------------------------------------|
| 0 | 1 – 100 |
| 1 | 101 – 200 |
| 2 | 201 – 300 |
| 3 | 301 – 400 |
| 4 | 401 – 500 |
| 5 | 501 – 600 |
| 6 | 601 – 700 |
| 7, etc. | 701 – 800, etc. |

Table 53

Principal/Building Ratios

| FTE | Minimum Standard (Students) | Recommended Standard (Students) |
|------------|------------------------------------|--|
| 1.00 | 1 – 400 | 1 – 300 |
| 1.50 | 401 – 600 | 301 – 450 |
| 2.00 | 601 – 800 | 451 – 600 |
| 2.50 | 801 – 1000 | 601 – 750 |
| 3.00 | 1001 – 1200 | 751 – 900 |
| 3.50 | 1201 – 1400 | 901 – 1050 |
| 4.00 | 1401 – 1600 | 1051 – 1200 |
| 4.50 | 1601 – 1800 | 1201 – 1350 |
| 5.00 | 1801 – 2000 | 1351 - 1500 |

Table 54

School Safety

L10 - The school system actively addresses school safety and security in all facilities.

- A. The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable.
 - 1. The plan broadly addresses safety, crises, and emergency operations.
 - 2. The plan addresses prevention, preparation, operations, and follow-up.
 - 3. The plan includes consideration of supporting mental health needs of all involved in any crisis.
- B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.
- C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.
- D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.
- E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.
- F. The school system ensures access to Missouri's school violence anonymous reporting tip line.
- G. All school system staff participate in relevant school safety and violence prevention training.

Effective Teaching and Learning (TL)

Success-Ready Students

****TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.**

- A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.
- B. Beginning in elementary school, students demonstrate regular school attendance.
- C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.
- D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.
- E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra-curricular, community-based activities or service learning.
- F. Students demonstrate work ethic and character.
- G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.
- H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or a Seal of Biliteracy.
- I. Students in high school progress through academic work on a schedule appropriate to graduate.
- J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:
 - 1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).
 - 2. A combination of a college readiness assessment and an IRC or CTEC.
 - 3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard.
 - 4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department-approved work-connected experience.
 - 5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.
 - 6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.
 - 7. Completion of early college or associates degree or the CORE 42.
 - 8. Completion of stackable credentials.
 - 9. Other department-approved work readiness measures.

****Measured for Student Performance Report**

High Quality Early Learning

***TL2 - The school system ensures the birth through pre-kindergarten population has access to high-quality early learning experiences.**

- A. The school system informs family and community members about the importance of early learning experiences.
- B. The school system provides the Parents as Teachers program for early learning experiences.
- C. The school system identifies well-rounded, developmentally appropriate preschool opportunities available to children.
- D. The school system measures the effectiveness of early learning experiences (e.g., self-assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).

***Measured for Continuous Improvement Report**

High-Quality Career Education

***TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.**

- A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.
- B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.
- C. The school system implements broadly based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.
- D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.
- E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.
- F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.

*Measured for Continuous Improvement Report

Intra- and Interpersonal Skills

***TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.**

- A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.
- B. The school system ensures opportunities for students to be part of one or more co-curricular, extracurricular, or leadership opportunities and CTSOs.
- C. The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.

*Measured for Continuous Improvement Report

Teacher/Leader Standards

***TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.**

- A. The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.
- B. The school system implements an educator evaluation process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.
- C. School system and building-level leaders provide leadership development opportunities for all educators.
- D. The school system provides an effective induction and mentoring process for all instructional staff and administrators.

*Measured for Continuous Improvement Report

Effective Instructional Practices

***TL6 - Evidence-based instructional practices are implemented to ensure the success of each student.**

- A. Students receive literacy instruction throughout all grades using a variety of evidence-based methods.
- B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.
- C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.

*Measured for Continuous Improvement Report

Multi-Tiered System of Support

TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

- A. The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.
- B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.
- C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.
- D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
- E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.
- F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.

Professional Learning

TL8 - Professional learning activities support effective instructional practices in the school system.

- A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.
- B. The school system provides time and resources for the professional learning of each staff member.

Use of Technology to Improve Instruction

TL9 - The school system ensures that technology effectively supports teaching and learning.

- A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.
- B. The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.
- C. The school system provides access to virtual learning experiences, programs, and courses.
- D. The school system evaluates the impact of information and communication technology on teaching and learning.

Comprehensive School Counseling Program

TL10 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.

- A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.
- B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g., college, technical school, the military, or the workforce, etc.).
- C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.
- D. Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career, and social- emotional needs.
- E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.
- F. The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists, based on local context and student need.
- G. The school system implements an evaluation system for school counselors that provides feedback based on school counselor standards and indicators.

Counseling Standards*

| Students | Minimum FTE | Students | Recommended FTE |
|-----------|-------------|-----------|-----------------|
| 1 – 50 | .20 | 1 – 40 | .20 |
| 51 – 100 | .40 | 41 – 80 | .40 |
| 101 – 150 | .60 | 81 – 120 | .60 |
| 151 – 200 | .80 | 121 – 160 | .80 |
| 201 – 250 | 1.00 | 161 – 200 | 1.00 |
| 251 – 300 | 1.20 | 201 – 240 | 1.20 |
| 301 – 350 | 1.40 | 241 – 280 | 1.40 |
| 351 – 400 | 1.60 | 281 – 320 | 1.60 |
| 401 – 450 | 1.80 | 321 – 400 | 1.80 |
| 451 – 500 | 2.00, etc. | 401 – 480 | 2.00, etc. |

Table 55

*American School Counselor Association

Library Media Services

TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.

- A. The school system establishes library media services that support, enhance, and enrich the curriculum.
- B. Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.
- C. The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners, and instructional practices and programs.

Library Staffing Ratios

| Students | Minimum FTE | Students | Recommended FTE |
|-------------|-------------|-------------|-----------------|
| 1 – 200 | .20 | 1 – 150 | .20 |
| 201 – 400 | .40 | 151 – 300 | .40 |
| 401 – 600 | .60 | 301 – 450 | .60 |
| 601 – 800 | .80 | 451 – 600 | .80 |
| 801 – 1000 | 1.00 | 601 – 750 | 1.00 |
| 1001 – 1200 | 1.20 | 751 – 900 | 1.20 |
| 1201 – 1400 | 1.40 | 901 – 1050 | 1.40 |
| 1401 – 1600 | 1.60 | 1051 – 1200 | 1.60 |
| 1601 – 1800 | 1.80 | 1201 – 1350 | 1.80 |
| 1801 – 2000 | 2.00, etc. | 1351 – 1500 | 2.00, etc. |

Table 56

Class Size and Assigned Enrollments

TL12 - The school system ensures class-sizes are consistent with grade-level and program standards.

The school system ensures individual class enrollment is consistent with the following guidelines:

Student – Teacher Ratios

| Grades | Minimum Standard | Recommended Standard |
|------------------------------|------------------|----------------------|
| Pre-kindergarten (PK) | 20 | 10 |
| K – 2 | 25 | 17 |
| 3 – 4 | 27 | 20 |
| 5 – 6 | 30 | 22 |
| 7 – 12 | 33 | 25 |

Table 57

- A. The school system ensures that PK class sizes meet the requirements of 5 CSR 20-100.320 Pre-kindergarten Program Standards.
- B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).
- C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).
 - 1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students.
 - 2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction.
- D. Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.

Collaborative Climate and Culture (CC)

Safe, Orderly, and Caring Environment

CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success.

- A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context.
- B. The school system provides staff, teachers, parents/guardians, and students access to the school system's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior.
- C. The school system's code of conduct is equitably and consistently enforced during any school related activity whether on or off school property.
- D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).
- E. The school system provides training on and ensures the implementation effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, for each student and staff member.

Culture of High Academic and Behavioral Expectations

***CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.**

- A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.
- B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.
- C. The school system gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.

*Measured for Continuous Improvement Report

Collaborative Partnerships

***CC3 - The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.**

- A. The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.
- B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.

*Measured for Continuous Improvement Report

Parent/Guardian Involvement

***CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.**

- A. The school system incorporates formal strategies that include parents/guardians in the educational process.
- B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).
- C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.
- D. Each school building implements processes and strategies to create a welcoming environment for all families.

*Measured for Continuous Improvement Report

Data-Based Decision Making (DB)

Data Submission

DB1 - The school system submits data required by the department in an accurate and timely manner.

- A. The school system ensures the annual tax rate calculation and forms are submitted in an accurate and timely manner.
- B. The school system meets the requirements for an independent audit and submits the audit to the department on time.
- C. The school system ensures the Annual Secretary of the Board Report is submitted in an accurate and timely manner.
- D. The school system ensures the underlying data used to generate accountability reports are accurate, and that corrections/appeals are submitted in a timely manner.
- E. The school system ensures that any other required data are submitted in an accurate and timely manner.

Continuous and Innovative Improvement

***DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.**

- A. School system and building leaders use a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform system-wide decisions.
- B. School system and building leaders establish a cycle of continuous improvement that includes reflection, data collection, analysis, planning, feedback, and evaluation.
- C. School system and building leaders use an intentional feedback system to improve and refine performance.
- D. School system and building leaders facilitate analysis of individual student data to improve the instructional process and student growth.

*Measured for Continuous Improvement Report

Climate and Culture Data

***DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.**

- A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.
- B. The school system assures student voices are heard and respected.
- C. The school system establishes procedures for using culture and climate findings to develop and revise system wide improvement goals and implementation strategies.
- D. The school system provides school culture and climate data and reports periodically to all stakeholders.

Collaborative Teams

***DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.**

- A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
 - B. Educator teams effectively implement group processes in collaborative meetings.
 - C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.
 - D. Educator teams engage in data-informed decision-making.
 - E. Educator teams act reflectively.
 - F. Educator teams design lessons collaboratively.
 - G. Educator teams examine student work and assessments.
 - H. Educator teams develop curriculum collaboratively.
 - I. Educator teams address positive classroom learning environments.
- *Measured for Continuous Improvement Report

Alignment of Standards, Curriculum and Assessment (AS)

Viable Curriculum Aligned to Missouri Learning Standards

AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

- A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.
- B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
- C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Pre-kindergarten instructional staff are included when the program is offered by the system.
- D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.
- E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
- F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

Assessments Aligned to Missouri Learning Standards

***AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.**

- A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
- B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
- C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
- D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
- E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
- F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
- G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
- H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

*Measured for Continuous Improvement Report

Equity and Access (EA)

Academic Achievement

****EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.**

- A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.

****Measured for Student Performance Report**

Graduation Rate

****EA2 - The school system ensures all students successfully complete high school.**

- A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.

****Measured for Student Performance Report**

Follow-Up Rate of Graduates

****EA3 - The school system prepares all students and identified groups of students for postsecondary success.**

- A. All graduates and identified groups of graduates, who after graduation are successfully–
 - 1. enrolled in a college/university,
 - 2. enrolled in a trade/technical school (or program),
 - 3. employed, or
 - 4. in the military,and meet or exceed the state standard and/or demonstrate the required improvement.
- B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–
 - 1. program evaluation,
 - 2. strategic planning, and
 - 3. other decision making.

****Measured for Student Performance Report**

Equity of Educational Experiences

EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

- A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic and social supports, and other resources necessary for success in all content areas.
- B. The school system implements policies to address student misconduct in a positive, fair, and unbiased manner.
- C. The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.
- D. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.

Appendix B

Mathematics Accountability Guidance

| Grade | Student A | Student B | Student C | Student D | Student E |
|-----------------|---|--|--|---|---|
| 6 th | GLA | GLA | GLA | GLA | A1 |
| 7 th | GLA | GLA | A1 | A1 | GE |
| 8 th | GLA | A1 | GE | A2 | A2 |
| High School | A1* – Required | A2* – Required | A2* – Required | *GE – Required | Submit Plan** ## |
| | A2 – Optional | GE – Optional | | | |
| | GE – Optional | | | | |
| Notes: | GLA counts for Middle School APR A1 counts for High School APR A1* is the required High School EOC | A1 counts for Middle School APR A2 counts for High School APR A2* is the required High School EOC | A1 & GE count for Middle School APR A2 counts for High School APR A2* is the required High School EOC | A1 & A2 count for Middle School APR GE counts for High School APR GE* is the required HS EOC | A1, A2, & GE count for Middle School APR **LEA must submit plan for required High School assessment ## LEA must assess student on either the ACT or SAT for federal accountability purposes |

Table 58

*Non-participant/LNDs for high school EOCs are applied at graduation. Required High School EOCs must be administered prior to graduation to avoid a non-participant designation.

Notes

- Courses may be taught in any order. The above course sequences are for illustration purposes only. **EOCs should be administered at the time content is delivered.**
- For any student above, the achievement Level 4 report/chart ONLY pulls MAP data for grades 3-8. EOC data is pulled by EOC Assessment, regardless of the student's grade when the assessment was taken.
- When an EOC is given prior to grade 9, the EOC score replaces the GLA. If the student scores Below Basic/Basic, the LEA may re-administer the A1 EOC in High School for accountability purposes. For A+ purposes, see below.
- A+ Scholarship eligibility: Students are required to earn a score of Proficient or Advanced on the A1 EOC. When a student scores Below Basic/Basic, they may retake the A1 EOC to gain A+ eligibility (or a higher level DESE approved Mathematics EOC; see the [Missouri Department of Higher Education](https://doe.mo.gov/) website for other options for A1 proficiency). The subsequent score will count for accountability (even if Below Basic or Basic) unless the district or charter requests the score be removed through the appeals process.
- Grades 9-12 are considered "High School" for EOC accountability, even in buildings with different grade span configurations.

Appendix C

Description of the Missouri Growth Model

Conceptual Overview

The Missouri Growth Model used in the state's LEA and school accountability framework is a regression-based statistical analysis of the observed relationships between prior and current year scores on the MAP exam. The statistical analysis is conducted in two steps.

The first step predicts MAP scores for individual students tested in the current year based on their prior year scores, and the average prior year scores for all students tested in their school and LEA, along with a few other variables described in more detail below.¹ The difference between the observed score and predicted score for each student (the student's residual) is the key value derived from the first-stage regression. Positive residuals indicate the student did better than predicted and negative residuals indicate the student's score was lower than predicted.

The second-stage regression then groups students' residuals by LEA or school, and provides an average growth measure for each LEA or school, with a standard error that is used to evaluate the statistical significance of the resulting measures.

Procedural Overview for Calculating MSIP Standard 1 Growth Measures

The following steps are conducted each year to estimate the Missouri Growth Model.

1. Standardize current year MAP scores
2. Construct score pairs for each student from current year and prior year MAP scores
3. Add data for other regression variables to the score pairs
4. Run stage 1 regressions and retrieve student residuals
5. Combine current year residuals with residuals from prior two years and run stage 2 regressions
6. Test average growth measures for statistical significance, then convert them to LEA- or school-level standard deviation units and percentiles for presentational purposes

Each step in this procedure is described in more detail below.

¹ The inclusion of both school and LEA-level average prior year scores is a model refinement implemented in 2018. In previous years, LEA-level averages were included in the first-stage model when estimating LEA growth and school-level averages were included when estimating school growth.

Step 1 – Standardize current year MAP scores

All MAP score records with a scale score from the most recent testing year are retrieved and sorted by grade and subject. The mean and standard deviation for each subject and grade combination are calculated and used to convert the observed scale score values to z-scores. The z-score for a scale score in subject_s and grade_g is calculated using the following formula:

$$Z_{sg} = \frac{(\text{Observed Score} - \text{Mean Score}_{sg})}{\text{Standard Deviation}_{sg}}$$

Conceptually, the z-score is a measure of how much a score differs from its sample mean, and is measured in standard deviation units. For example, a z-score of 1 indicates a scale score one standard deviation above the mean (roughly the 84th percentile) for the grade and subject, while a z-score of -1 indicates a scale score one standard deviation below the mean (roughly the 16th percentile) for the grade and subject. Using standardized scores allows combining scores with different scales in statistical analyses. Scale scores are standardized each year for the subject and grade level combinations shown below in Table 90.

Subjects and grade levels where z-scores are calculated from MAP scale scores

| English Language Arts | Math | Algebra I ² |
|-----------------------|------|------------------------|
| 3 | 3 | |
| 4 | 4 | |
| 5 | 5 | |
| 6 | 6 | |
| 7 | 7 | 7 |
| 8 | 8 | 8 |

Table 59

Step 2 – Construct score pairs for current year MAP scores

A valid score pair for a student is a MAP score from the current year linked with a MAP score from the prior year in the same subject and prior grade level. The first score pairs available are constructed by matching grade 4 scores from the current year with grade 3 scores for the same student and subject from the prior year. The last score pairs available have grade 8 scores matched to prior year, grade 7 scores, for the same student and subject.³

All matches are evaluated to make sure the grade from the prior year is one grade less than the grade for the current year. Cases where grade-level progression is not as expected are dropped (e.g., when a student is tested in the same grade two years in a row, or appears to have skipped a grade between years).

² Separate regressions are run for students in grade 7 or 8 who have an Algebra I End of Course exam score, so the mean and standard deviation for grade 7 Algebra I test takers are used to standardize the 7th graders’ Algebra I scores and the mean and standard deviation for grade 8 Algebra I test takers are used to standardize the 8th graders’ Algebra I scores. Note that students with Algebra I EOC scores are NOT included in the regressions for the grade 7 and grade 8 math scores.

³ Students with Algebra I EOC scores in grade 7 or 8 are matched to prior year math scores from the prior grade. This means grade 7 Algebra I EOC scores are predicted by prior year grade 6 math scores and grade 8 Algebra I EOC scores are predicted by prior year grade 7 math scores.

Step 3 – Add data for other regression variables to score pairs

The following variables are added to the records to be analyzed in the stage 1 regression.

- Student's prior year MAP score from the "other" subject. For example, if math is the subject being analyzed, then the prior year score from English language arts is added to the variables used to predict the current year math score; conversely, when growth is being estimated for English language arts, the prior year math score is the "other subject."⁴ The other subject information is included as it improves the model's predictive ability. For example, if two students have the same prior year score in math, the model can leverage differences in prior year performance in communication arts to determine which student is predicted to score higher on the current year Math exam.
- An indicator variable changed from 0 to 1 when the student was in the school were tested less than a full academic year.
- The prior year average score in the same subject and the "other" subject for the school and LEA where the student was tested, calculated for all students who were tested in the school and LEA in the current year.
- The percent of students in the school and LEA who are flagged who were in the school where they took their MAP test less than a full academic year.
- The percent of students in the school and LEA with missing off-subject scores.

Step 4 – Run stage 1 regressions and retrieve residuals

A separate regression model is fit for each subject and grade combination, with the student's current year score as the outcome variable, and the student's prior year scores, and the variables listed under item 3 above, as predictor variables. There are five regressions run in English language arts and seven regressions run in math every year. Residuals from these regressions are calculated and saved with the LEA and school identifiers indicating where the student was tested in the current year.

Step 5 – Combine current year residuals with residuals from prior two years and run stage 2 regressions

All residuals for a subject from the current and prior two years are combined into a single data set and analyzed using a regression model that includes only school or LEA IDs as the predictor variables. When the predictor variable is LEA ID, then the stage 2 regression produces the average residual in a subject for each LEA based on all students tested in the LEAs over three years. When the predictor variable is school ID, then the stage 2 regression produces the average residual in a subject for each school based on all students tested in the schools over three years.⁵

⁴ Students MUST have a prior year score from the same subject to be included in the growth model. However, those with a missing prior year "other" subject score are kept. The other subject score is set to the state mean z-score of zero, and a variable indicating that the other subject score is missing is set to 1. We also include an interaction term to allow the same-subject prior-year score to have more predictive weight in the case of missing other subject data. This method allows students with missing other subject scores to be kept in the stage 1 regression, while leveraging the available information to produce the best prediction possible.

⁵ The standard errors of the stage 2 model are clustered at the student-level to account for repeated student observations over time. In addition, post-estimation Bayesian shrinkage methods are applied to the school and LEA estimates to account for varying degrees of noise across LEAs and schools.

Step 6 – Test average growth measures for statistical significance and convert them to LEA- or school-level standard deviation units and percentiles for presentational purposes

The student level residuals and the average residuals for LEAs and schools are initially reported in student-level exam score units. For example, a LEA-level English language arts measure of 0.07 means that, on average, students in the LEA scored 0.07 standard deviations higher than predicted on the MAP English language arts exam. The stage 2 regression results also include a t-statistic for each unit analyzed (LEA or school) that allows for determining if the average of student residuals in the unit is reliably distinguishable from zero. Average residuals greater than zero and statistically significant indicate that, on average, MAP performance of students in the unit exceeded predicted performance in a statistically meaningful way. Average residuals less than zero and statistically significant indicate that, on average, MAP performance of students in the unit was below predicted performance in a statistically meaningful way. Average residuals that are not statistically significant cannot be reliably distinguished from zero, indicating that, on average, students' MAP performance in the unit was not reliably different from predictions.

Two additional conversions are also applied to the LEA- and school-level estimates. The first conversion takes the initial estimates measured in student exam score units and converts them to LEA (or school) level standard deviation units. For these measures, a value of 0.86 indicates that the LEA performed 0.86 standard deviations higher than the average LEA in the state in terms of student exam score growth in the relevant subject, while a measure of -0.52 indicates that the LEA performed -0.52 standard deviations lower than the average LEA in the state. The second conversion presents the same information in LEA (or school) level percentile measures. Here, a value of 65 indicates that the LEA is in the 65th percentile of LEAs in the state with respect to student exam score growth.

As a final note, it is important to realize that the various conversions described above are purely presentational in nature and have no impact on the estimation of the LEA (or school) effects, nor on their statistical significance.

Student Group Growth Measure Calculation

To produce Student Group growth measures, steps 5 and 6 from the above process are repeated using only student residuals from students identified as belonging to that student group. A student is identified as a member of the group if their MAP exam score records indicate the student is Black, Hispanic, direct certified (free lunch program), speak English as a second language, or receive special education services.⁶ In addition, prior to step 6, the Student Group growth measures at each level (LEA or school) are re-centered to have an overall mean of 0. The re-centering modifies the interpretation of the average residual, so that a positive and statistically significant estimate indicates, relative to model predictions, Student Group students in the LEA or school are, on average, out-performing the Student Group students in other similar LEAs or schools across the state.⁷ Similarly, a negative and statistically significant estimate indicates, relative to model predictions, Student Group students in the LEA or school are, on average, under-performing Student Group students in other similar LEAs or schools.

⁶ With the implementation of MSIP6, Free and Reduced Lunch (FRL) eligibility will be replaced with direct certification (from Social Services) of free lunch eligibility as a super-subgroup criterion.

⁷ This is an additional model refinement introduced in 2018. In prior years, the super-subgroup measures were re-centered in such a way that the unit's super- subgroup students were compared to the average non- super-subgroup students in the state and provided a measure of achievement gap closing across student subgroups.

Appendix D

College and Career Readiness Assessment Scores Matrix

| Assessment | Measure Description | 0 | 0.25 | 0.75 | 1 | 1.25 |
|-----------------|---|----------------------------|---|--|--|------------------------------|
| ACT® | Superscore | No record of participation | ≤ 17 | 18 – 21 | 22 – 25 | 26 – 36 |
| SAT®** | New SAT® scores as of March 2016 (prior SAT® scores) | No record of participation | ≤ 939 (≤ 869) | 940 – 1090 (870 – 980) | 1100 – 1230 (990 – 980) | 1240 – 1600 (1190 – 1600) |
| ASVAB | Armed Forces Qualification Test Score | No record of participation | ≤ 29 | 30 – 62 | 63 – 87 | 88 – 99 |
| ACCUPLACER® | Next Generation scores & (Classic scores) Reading and Math (QAS, AAF) | No record of participation | <250 Reading <230 Math (QAS, AAF)*** Next Generation OR (≤85 Reading <116 Algebra Classic) | Reading ≥ 250 OR Math ≥ 230 (Reading > 85 OR Algebra ≥ 116 Classic) | Reading ≥ 250 AND Math ≥ 230 (Reading > 85 AND Algebra ≥ 116 Classic) | N/A |
| ACT WorkKeys®** | Versions 2.0 and (1.0) Workplace Documents (Reading for Information), Applied Math, and Graphic Literacy (Locating Information) | No record of participation | 3 or below | 4 | 5 | 6 or 7 |

Table 60

*Based on College Board Concordance Tables.

**The lowest subtest score of the three WorkKeys® tests determines the level/points, not an average or combined score. Score is based on level obtained and not scale score.

Note: Refer to the APR Supporting Detail Reports to verify student data.

***QAS – Quantitative Reasoning Algebra & Statistics

***AAF – Advanced Algebra Functions

Appendix E

Advanced Credit and Credential Matrix

| Student Weight | AP® | IB® | PLTW® | IRC | Stackable Credentials | Dual Credit or Dual Enrollment |
|----------------|---|---|--|--------------------|--|---|
| 0 | Earn < B | Earn < B | Earn an achievement level of “Novice” or “Practiced” | Score < proficient | No record of attainment of stackable credential or earned only one | Earn <B |
| 1 | Earn “B” or greater in department-approved AP® course | Earn “B” or greater in department-approved IB® course | Earn an achievement level of “Distinguished” or “Accomplished” on approved PLTW® | Earn an IRC | Earned two stackable credentials | Earn “B” or greater in department-approved dual credit course or dual enrollment course |
| 1.25 | Exam score of ≥ 3 | Exam score of ≥ 4 | N/A | N/A | N/A | N/A |

Table 61

Note: For calculation of earning a “B”, remove any ‘+’ or ‘-’ associated with the grade and use the scale below. The divisor is contingent on the course time units (i.e., semester use a divisor of two, quarters use a divisor of four, etc.)

| Student Name | MOSIS ID | Course No. | Course Name | Course Time Unit | Grade Earned | Scale |
|---------------|-----------|------------|---|------------------|--------------|--------------------|
| Smith, John | 111111111 | 115795 | AP Statistics | Semester 1 | C+ | A = 4.0 |
| Smith, John | 111111111 | 115795 | AP Statistics | Semester 2 | A- | B = 3.0 |
| Average Grade | | | $2 + 4 = 6$ $6/2 = 3$ which equals a ‘B’ | | | C = 2.0 D = 1.0 |

Table 62

| Student Name | MOSIS ID | Course No. | Course Name | Course Time Unit | Grade Earned | Scale |
|---------------|-----------|------------|---|------------------|--------------|--------------------|
| Smith, John | 111111111 | 134221 | Physiology | Semester 1 | C- | A = 4.0 |
| Smith, John | 111111111 | 134221 | Physiology | Semester 2 | B+ | B = 3.0 |
| Average Grade | | | $2 + 3 = 5$ $5/2 = 2.5$ which equals a ‘C’ | | | C = 2.0 D = 1.0 |

Table 63

Appendix F

Career and Technical Education Placement/Follow-Up Guidelines

Follow-up data is reported on the previous year’s graduates, based on the status of the graduates 180 days following their exit from career and technical education training. Each graduate should be reported in only one career and technical education program area. LEAs should collect follow-up information on any student who graduated high school and received credit in at least one state-approved career and technical education course (excluding Exploring Agriculture, Industrial Technology, and Exploratory Family and Consumer Sciences (FCS) and the Family Focused courses from program code 06-04) during grades 9-12. LEAs should collect follow-up data on any student taking a credit in a state approved career and technical education Family and Consumer Sciences program (program code 07-04). If students completed state-approved career and technical courses at the comprehensive high school and the area career center, their follow-up data should not be reported for both locations. The area career center is responsible for providing each sending school with the appropriate follow-up data for students who attend the area career center. The sending school will be responsible for entering that information into MOSIS.

If the graduate is employed and continuing education, use the following guidelines:

| | |
|-------------------------------------|---|
| Employed Related | A graduate attending school (full or part time) and employed (full or part time) in a field for which trained should be reported as “employed related” (Emp Rel). |
| Employed Not-Related | A graduate attending school (full or part time) in a field for which he or she was not trained but employed (full or part time) should be reported as “employed not related” (Emp N-R). |
| Continuing Education Related | A graduate attending school (full or part time) in a field for which he or she was trained but not employed should be reported as “continuing education related” (Ced Rel). |

Table 64

Note:

In accordance with legislation, the definition of placement for graduates who complete approved career and technical education programs will be expanded within MSIP. LEAs will continue to report “Related” and “Not Related” placement for Perkins purposes and DESE will capture both populations for credit within TL1.

Appendix G

Continuous School Improvement Plan (CSIP) Template

| | |
|---|---|
| Date: | |
| LEA Plan | |
| LEA Name: | County/District/Charter Code: |
| OR | |
| LEA Plan | |
| LEA Name: | Building Code: |
| Grades Served: | |
| Date of Board Approval: | |
| Superintendent Signature: | |
| | |
| Name | Position |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| Description of the planning process, and how staff and stakeholders will be informed and engaged in the accountability plan | |
| Beliefs/Vision/Mission Statement | |
| Key issues identified from annual performance data and local assessments | |
| Key issues identified from internal and external factors (survey) | |
| Prioritized needs for the LEA/school | <div>1.</div> <div>2.</div> <div>3.</div> |
| Unique characteristics of LEA | |

Table 65

Leadership

Leadership is comprised of the following descriptors: school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety.

SMART Goal (Specific, Measurable, Achievable, Relevant, and Timely):

Rationale (name the existing conditions/data points to support the selection of the goal):

Evidence-Based Strategy(ies) for Implementation:

Funding Source(s):

MSIP Indicator(s):

| Action Steps | Start Date | Person Responsible | Resources | Complete/Date |
|--|------------|--------------------|-----------|---------------|
| 30 Days: 1. 2. 3. | | | | |
| 60 Days: 1. 2. 3. | | | | |
| Long Range: 1. 2. 3. | | | | |

Table 66

Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors: success-ready students, high-quality early learning, high-quality career education, intra- and interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services, and class size and assigned enrollments.

SMART Goal (Specific, Measurable, Achievable, Relevant, and Timely):

Rationale (name the existing conditions/data points to support the selection of the goal):

Evidence-Based Strategy(ies) for Implementation:

Funding Source(s):

MSIP Indicator(s):

| Action Steps | Start Date | Person Responsible | Resources | Complete/Date |
|--|------------|--------------------|-----------|---------------|
| 30 Days: 1. 2. 3. | | | | |
| 60 Days: 1. 2. 3. | | | | |
| Long Range: 1. 2. 3. | | | | |

Table 67

Collaborative Climate and Culture

Collaborative climate and culture is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.

SMART Goal (Specific, Measurable, Achievable, Relevant, and Timely):

Rationale (name the existing conditions/data points to support the selection of the goal):

Evidence-Based Strategy(ies) for Implementation:

Funding Source(s):

MSIP Indicator(s):

| Action Steps | Start Date | Person Responsible | Resources | Complete/Date |
|--|------------|--------------------|-----------|---------------|
| 30 Days: 1. 2. 3. | | | | |
| 60 Days: 1. 2. 3. | | | | |
| Long Range: 1. 2. 3. | | | | |

Table 68

Data-Based Decision Making

Data-based decision making is comprised of the following descriptors: data submission, continuous and innovative improvement, climate and culture data, and collaborative teams.

SMART Goal (Specific, Measurable, Achievable, Relevant, and Timely):

Rationale (name the existing conditions/data points to support the selection of the goal):

Evidence-Based Strategy(ies) for Implementation:

Funding Source(s):

MSIP Indicator(s):

| Action Steps | Start Date | Person Responsible | Resources | Complete/Date |
|--|------------|--------------------|-----------|---------------|
| 30 Days: 1. 2. 3. | | | | |
| 60 Days: 1. 2. 3. | | | | |
| Long Range: 1. 2. 3. | | | | |

Table 69

Alignment of Standards, Curriculum, and Assessment

Alignment of standards, curriculum, and assessment is comprised of the following descriptors: viable curriculum aligned to the Missouri Learning Standards and assessment aligned to the Missouri Learning Standards.

SMART Goal (Specific, Measurable, Achievable, Relevant, and Timely):

Rationale (name the existing conditions/data points to support the selection of the goal):

Evidence-Based Strategy(ies) for Implementation:

Funding Source(s):

MSIP Indicator(s):

| Action Steps | Start Date | Person Responsible | Resources | Complete/Date |
|--|------------|--------------------|-----------|---------------|
| 30 Days: 1. 2. 3. | | | | |
| 60 Days: 1. 2. 3. | | | | |
| Long Range: 1. 2. 3. | | | | |

Table 70

Equity and Access

Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensures that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. Equity and access are comprised of the following descriptors: academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.

SMART Goal (Specific, Measurable, Achievable, Relevant, and Timely):

Rationale (name the existing conditions/data points to support the selection of the goal):

Evidence-Based Strategy(ies) for Implementation:

Funding Source(s):

MSIP Indicator(s):

| Action Steps | Start Date | Person Responsible | Resources | Complete/Date |
|--|------------|--------------------|-----------|---------------|
| 30 Days: 1. 2. 3. | | | | |
| 60 Days: 1. 2. 3. | | | | |
| Long Range: 1. 2. 3. | | | | |

Table 71

Appendix H

CSIP Pre-Planning Guide

Please provide a brief response to the following questions. If this information is contained in the CSIP, please indicate the page number.

LEA Name _____ DATE _____

STANDARD L3

The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

Descriptor A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.

1. Does the LEA currently have a written and board approved Continuous School Improvement Plan?
2. Date of last board review:
3. In developing the current CSIP, did the LEA seek input from internal and external stakeholders? Check all that apply.
 - ☐ _____ Board members
 - ☐ _____ Teachers
 - ☐ _____ Support staff
 - ☐ _____ Parents/Guardians
 - ☐ _____ Representatives of local business/industry
 - ☐ _____ Charitable, non-profit, or cultural organizations
 - ☐ _____ Other community members

Please specify

4. (L3-A) Describe how the CSIP utilizes input from key internal and external stakeholders and how the stakeholders are continually engaged (or expected to be) in ongoing CSIP progress monitoring and/or development.

Appendix H

Continuous Improvement Response to Standards

LEA NAME _____ DATE _____

The MSIP 6 Response to Standards reports Continuous Improvement Standards and Indicators that can only be measured by LEAs “telling their story.” These responses provide an opportunity for LEAs to showcase best practices in Leadership; Effective Teaching and Learning; Collaborative Climate and Culture; Data-Based Decision Making; Alignment of Standards, Curriculum, and Assessment; and Equity and Access. Please provide no more than a one-page response per question.

LEADERSHIP

| <u>Leadership</u> |
|---|
| L1 – The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices. |

Table 72

1) Describe the local board and superintendent/chief executive officer’s professional learning experiences in your LEA. Share how these practices have enhanced the systems of governance.

EFFECTIVE TEACHING AND LEARNING

| <u>High-Quality Early Learning</u> |
|---|
| TL1 – Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standards and/or demonstrating significant measurable improvement. |
| TL2 – The school system ensures the birth through pre-kindergarten population has access to high quality early learning experiences. |
| <u>High-Quality Career Education</u> |
| TL3 – The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students’ ICAPs. |
| <u>Intra- and Interpersonal Skills</u> |
| TL4 – The school system prepares students through the development of essential intrapersonal and interpersonal skills. |
| <u>Teacher/Leader Standards</u> |
| TL5 – The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student. |
| <u>Effective Instructional Practices</u> |
| TL6 – Evidence-based instructional practices are implemented to ensure the success of each student. |

Table 73

2) Highlight the success-ready measures Pre-K-12 that ensure students are ready for their next educational or work experience.

COLLABORATIVE CLIMATE AND CULTURE

| <u>Culture of High Academic and Behavioral Expectations</u> |
|--|
| CC2 – The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student. |
| <u>Parent/Guardian Involvement</u> |
| CC4 – The system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students. |

Table 74

**3) a. Describe what systems the LEA has in place that focus on high academic and behavioral expectations of students.
b. Share strategies the LEA uses to engage parents.**

DATA-BASED DECISION MAKING

| <u>Continuous and Innovative Improvement</u> |
|---|
| DB2 – School system and building leaders are intentional agents of continuous and innovative improvement providing relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them. |
| DB4 – School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective programs. |

Table 75

4) Describe the systems your LEA uses that encourage continuous improvement of students and staff.

ALIGNMENT OF STANDARDS, CURRICULUM, AND ASSESSMENT

| <u>Assessments Aligned to Missouri Learning Standards</u> |
|--|
| AS2 – The school system implements a comprehensive assessment system including state-required and locally selected assessments. |

Table 76

5) Describe your comprehensive assessment system. How does the LEA use data to inform teaching and learning. Have these data resulted in improved student performance?

EQUITY AND ACCESS

| <u>Equity and Access Experiences</u> |
|---|
| EA4 – The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. |

Table 77

6) Describe how your LEA ensures all students have access to rigorous instruction, meaningful supports, and relevant educational experiences. Explain how the LEA is addressing challenges to assure all students have equitable opportunities for experiences and resources.

Appendix I

2023-24 Scoring Guides

EA1: Academic Achievement Status

All Students Scoring Guide

| Status Designation | ELA | Mathematics | Science | Social Studies |
|--------------------|-----|-------------|---------|----------------|
| Target | 12 | 12 | 4 | 4 |
| On-Track | 9 | 9 | 3 | 3 |
| Approaching | 6 | 6 | 2 | 2 |
| Floor | 0 | 0 | 0 | 0 |

Table 78

Student Group Scoring Guide

| Status Designation | ELA | Mathematics | Science | Social Studies |
|--------------------|-----|-------------|---------|----------------|
| Target | 6 | 6 | 2 | 2 |
| On-Track | 4.5 | 4.5 | 1.5 | 1.5 |
| Approaching | 3 | 3 | 1 | 1 |
| Floor | 0 | 0 | 0 | 0 |

Table 79

EA1: Academic Achievement Growth

All Students Scoring Guide

| Growth Designation | English Language Arts | Mathematics | Science | Social Studies |
|--------------------|-----------------------|-------------|---------|----------------|
| Target | 12 | 12 | 4 | 4 |
| On-Track | 9 | 9 | 3 | 3 |
| Approaching | 6 | 6 | 2 | 2 |
| Emerging | 3 | 3 | 1 | 1 |

Table 80

Student Group Scoring Guide

| Growth Designation | English Language Arts | Mathematics | Science | Social Studies |
|--------------------|-----------------------|-------------|---------|----------------|
| Target | 6 | 6 | 2 | 2 |
| On-Track | 4.5 | 4.5 | 1.5 | 1.5 |
| Approaching | 3 | 3 | 1 | 1 |
| Emerging | 1.5 | 1.5 | .5 | .5 |

Table 81

TL1C: High School Readiness (HSR) – K-8 LEAs only

High School Readiness Scoring Guide

| HSR Designation | Targets | Points assigned |
|-----------------|---------------|-----------------|
| Target | 75.0% – 100% | 10 |
| On-Track | 65.0% – 74.9% | 7.5 |
| Approaching | 50.0% – 64.9% | 5 |
| Floor | 0.0% – 49.9% | 0 |

Table 82

EA2: Graduation Rate Targets

Graduation Rate Scoring Guide

| Designation | Points | 4, 5, 6 or 7 Year Rate |
|-------------|--------|------------------------|
| Target | 20 | 92.0 – 100 |
| On-Track | 15 | 82.0 – 91.9 |
| Approaching | 10 | 72.0 – 81.9 |
| Floor | 0 | 0 – 71.9 |

Table 83

TL1J: Postsecondary Readiness

Success-Ready Performance Score: CCR Assessment Scoring Guide

| Designation | Targets | Points assigned |
|-------------|--------------|-----------------|
| Target | 71.5%-100% | 10 |
| On-Track | 67.2%-71.4% | 7.5 |
| Approaching | 40.0%-67.1% | 5 |
| Floor | 0.0% - 39.9% | 0 |

Table 84

Success-Ready Performance Score: Advanced Coursework Scoring Guide

| Designation | Targets | Points assigned |
|-------------|-------------|-----------------|
| Target | 47.8%-100% | 10 |
| On-Track | 43.9%-47.7% | 7.5 |
| Approaching | 5.0%-43.8% | 5 |
| Floor | 0.0%-4.9% | 0 |

Table 85

EA3: Follow-Up Targets

Follow-up Scoring Guide

| Designation | Target | Points earned |
|-------------|-------------|---------------|
| Target | 90.0%-100% | 4 |
| On-Track | 80.0%-89.9% | 3 |
| Approaching | 70.0%-79.9% | 2 |
| Floor | 0-69.9% | 0 |

Table 86

TL1B: Attendance Rate

Attendance Rate Scoring Guide

| Attendance Designation | Targets | Points Earned |
|------------------------|-------------|---------------|
| Target | 90.0%-100% | 4 |
| On-track | 85.0%-89.9% | 3 |
| Approaching | 80.0%-84.9% | 2 |
| Floor | 0-79.9% | 0 |

Table 87

TL1D: Individual Career and Academic Plan

Individual Career and Academic Guide

| ICAP Designation | Targets | Points Earned |
|--------------------|------------------------|---------------|
| Target | 100% - 95.0% complete | 4 |
| On-Track | 85.0% - 94.9% complete | 3 |
| Approaching | 75.0% - 84.9% complete | 2 |
| Floor | 74.9% or less complete | 0 |

Table 88

Required Documentation

Required Documentation Scoring Guide

| Required Documentation Scoring | | |
|---|-----------------------|---------------------------|
| | Completed by Deadline | Not completed by Deadline |
| Annual Audit Report | 2 | 0 |
| Annual Secretary of the Board Report | 2 | 0 |
| Required MOSIS/Core Data collections | 2 | 0 |

Table 89

Response to Standards

Response to Standards Scoring Guide

| Response to Standards | |
|------------------------|---|
| 100% Completion | 8 |
| 90.0% - 99.9% Complete | 4 |
| 80.0% - 89.9% Complete | 2 |
| Less than 80% Complete | 0 |

Table 90

Climate and Culture

| Climate and Culture Scoring | |
|--|---|
| LEA meets all requirements set forth for the climate and culture survey | 4 |
| LEA does not meet one or more of the requirements for the climate and culture survey | 0 |

Table 91

Appendix J

MSIP 6 – Climate and Culture

Climate and Culture Verification Report

The sixth version of the Missouri School Improvement Program (MSIP 6) requires Local Education Agencies (LEAs) to survey students, staff and parents to obtain feedback to be analyzed in planning and developing the LEA's Continuous Improvement Plan.

LEAs must meet the following requirements and provide the requested information to DESE utilizing the Climate and Culture Verification Report.

- LEAs may administer a locally developed survey, a survey purchased through a vendor, or the DESE-developed survey. All surveys must include the following three essential indicators:
 - **The school system assures student voices are heard and respected.**
This indicator should appear in the older student, parent, and staff surveys.
 - **The school system provides school culture and climate data and reports periodically to all stakeholders.**
This indicator should appear in the parent and staff surveys.
 - **Educator teams address positive classroom learning environments.**
This indicator should appear in the staff survey.

DESE surveys will be offered in the Spring of 2023 and Fall of 2023.

- All LEAs (first and second cycle) must give at least one Climate and Culture Survey between January 2022 and October 2023. The administered survey will count towards the Climate and Culture points earned on the December 2024 APR.
- LEAs must provide a summary of their survey utilizing the DESE Climate and Culture Verification Report by January 31, 2024. The completed form will be submitted to the Area Supervisor.
- Required components of the Climate and Culture Verification Report include:
 - Identification of the date and type of survey administered.
 - Identification of all groups surveyed and numbers of respondents within those groups;
 - Identification and brief explanation of three areas of strength the LEA.
 - Identification and brief explanation of three areas of growth the LEA should address.

MSIP 6 Climate and Culture Verification Report

LEA INFORMATION

SCHOOL DISTRICT NAME: *Click or tap here to enter text*

SCHOOL DISTRICT CONTACT: *Click or tap here to enter text*

SCHOOL DISTRICT CONTACT EMAIL: *Click or tap here to enter text*

DATE: *Click or tap here to enter text*

Complete the requested information regarding the LEA administered survey.

TYPE OF SURVEY ADMINISTERED

☐ Locally Developed Survey

☐ Vendor Purchased Survey

☐ DESE Survey

SURVEY SPECIFICS

| Name of Group (parent, staff, students, grade level, etc.) | Dates Administered | Respondent Information (number of individuals responding) |
|--|--------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| IDENTIFIED AREAS OF STRENGTH | |
|--|--|
| Directions: Identify and briefly describe three areas of strength based on survey results. | |
| Strength 1 | |
| Strength 2 | |
| Strength 3 | |

| IDENTIFIED AREAS OF GROWTH | |
|--|--|
| Directions: Identify and briefly describe three areas of growth based on survey results. | |
| Growth Opportunity 1 | |
| Growth Opportunity 2 | |
| Growth Opportunity 3 | |